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REPORT

OF THE

COMMISSIONER OF EDUCATION

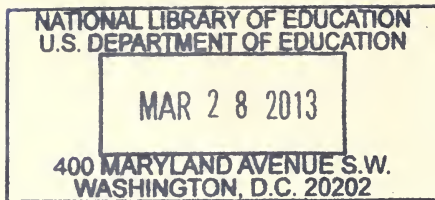
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THE UNITED STATES
BUREAU OF EDUCATION,

Created as a Department March 2, 1867.

Made an Office of the Interior Department July 1, 1869.

COMMISSIONERS.

HENRY BARNARD, LL. D.,
March 14, 1867, to March 15, 1870.

JOHN EATON, PH. D., LL. D.,
March 16, 1870, to August 5, 1886.

NATHANIEL H. R. DAWSON, L. H. D.,
August 6, 1886, to September 3, 1889.

WILLIAM T. HARRIS, PH. D., LL. D.,
September 12, 1889, to date.

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1903-I

CONTENTS OF VOLUME 1.

THE COMMISSIONER'S INTRODUCTION.

	Page
Enrollment in schools and colleges.....	IX
Number of pupils in all grades of public and private schools.....	XVI
Average amount of schooling per inhabitant.....	XIX
Laws relating to agricultural and mechanical land-grant colleges.....	XX
Education in Great Britain and Ireland.....	XXII
The work of the school board for London.....	XXVI
American universities.....	XXIX
Early English writers on education.....	XXXI
Public school systems of the United States.....	XXXI
The educational movement in the South.....	XXXIII
The public schools of West Virginia and other Southern States.....	XXXVII
Secondary education.....	XXXVIII
Education in France.....	XLI
Physical training.....	XLVII
Manual, industrial, and technical education.....	LI
Coeducation.....	LII
The Catholic parochial schools of the United States.....	LVII
Education in Alaska.....	LIX
Reindeer in Alaska.....	LIX
Libraries in the United States.....	LXIX

STATISTICS OF STATE SCHOOL SYSTEMS.

Total population, school population, and adult male population.....	LXXVII
School ages and State school censuses.....	LXXIX
Enrollment of pupils.....	LXXX
Average daily attendance.....	LXXXV
Length of school term.....	LXXXVII
Teachers.....	LXXXVIII
School moneys received.....	XCII
School expenditures.....	XCVI
Permanent school funds.....	CVII

CHAPTER I.—VACATION SCHOOLS, PLAYGROUNDS, AND SETTLEMENTS. By HENRY S. CURTIS, PH. D.

The children of the poor in our great cities.....	2
Development of vacation schools.....	4
Course of study.....	5
Attendance.....	9
General conditions as to playgrounds.....	9
Needs of our American cities.....	12
What has been done.....	14
Activities of school playgrounds.....	19
Social conditions in the playground.....	22
General considerations.....	24
Psychology of play.....	26
History of the settlements movement.....	28
Allied institutions.....	31
Aims of settlements and workers.....	31
Activities of settlements.....	34
Permanence of settlements.....	37
References.....	83

CHAPTER II.—GENERAL LAWS RELATING TO AGRICULTURAL AND MECHANICAL LAND-GRANT COLLEGES.

	Page.
Maine.....	39
Maryland.....	45
Massachusetts.....	54
Michigan.....	67
Minnesota.....	74
Mississippi.....	83
Missouri.....	88
Montana.....	100
Nebraska.....	103
Nevada.....	109
New Hampshire.....	114
New Jersey.....	119
New Mexico.....	127
New York.....	133
North Carolina.....	139
North Dakota.....	148
Ohio.....	153
Oklahoma.....	161
Oregon.....	168
Pennsylvania.....	174
Rhode Island.....	179
South Carolina.....	181
South Dakota.....	187
Tennessee.....	193
Texas.....	195
Utah.....	198
Vermont.....	202
Virginia.....	207
Washington.....	210
West Virginia.....	213
Wisconsin.....	217
Wyoming.....	222

CHAPTER III.—EDUCATION IN GREAT BRITAIN AND IRELAND, 1903.

Information on education in Great Britain in previous Reports.....	227
Summary of current educational statistics, Great Britain and Ireland.....	228
Brief conspectus of elementary education in England.....	229
In Scotland.....	232
Progress as shown by retrospective tables.....	232
Present outlook; continued opposition to the law of 1902.....	234
Progressive aspects of the law.....	235
The education law for London.....	236
Criticism of the law, by Doctor Macnamara, James Bryce, and others.....	241
Retrospective tables.....	247
Secondary and technical education.....	253
Universities and university colleges in Great Britain and Ireland.....	258
Education in Ireland.....	262
Legislation respecting the employment of children in Great Britain and Ireland.....	267

CHAPTER IV.—EDUCATION IN LONDON UNDER THE ADMINISTRATION OF THE LONDON SCHOOL BOARD.

Magnitude of the work committed to the London school board.....	273
Constitution and work of the first school board for London.....	274
Subjects of instruction.....	280
Compulsory school attendance.....	286

CHAPTER V.—AMERICAN UNIVERSITIES. By CHARLES F. THWING, LL. D.

The first colleges.....	293
English influence in studies and gifts.....	294
French influence.....	297
German influence.....	298
Ecclesiastical, private, and public foundations.....	299
Enlargement of the higher education.....	304

	Page.
Education of women	306
Endowments and libraries.....	307
Architecture.....	308
Student organizations.....	309
Relation of the university to government and society.....	312

CHAPTER VI.—NOTICES OF SOME EARLY ENGLISH WRITERS ON EDUCATION, 1553-1574.
By PROF. FOSTER WATSON.

Contents	319
Sir Thomas Wilson (c1526-1581).....	320
Thomas Phaer (1510?-1560).....	322
William Bavande (translator).....	323
Lawrence Humphrey (c1527-c1590)	324
Sir Nicholas Bacon (1510-1579).....	327
Sir Humphrey Gilbert (1539-1583)	328
Count Baldassare Castiglione (1478-1529).....	330
Gulielmus Gratarolus (1510-1562).....	334
Thomas Ingelend.....	337
John Sturm (1507-1589)	338
T. Blundeville (translator)	342
Sir Geoffrey Fenton (1539?-1608).....	343
Edward Hake	344

CHAPTER VII.

THE PUBLIC SCHOOL SYSTEMS OF THE UNITED STATES. By AARON GOVE.....	351
--	-----

CHAPTER VIII.—THE EDUCATIONAL MOVEMENT IN THE SOUTH. By WYCKLIFFE ROSE.

The conference for education in the South, and the Southern and General Education boards...	359
Genesis of the conference.....	360
Period of self-discovery.....	364
Development of the aims of the conference	365
Discovery of the forces which the conference was to call into its service.....	370
Defining its methods of operation	373
Survey of the conference as it is to-day.....	384

CHAPTER IX.—THE FINAL ESTABLISHMENT OF THE AMERICAN COMMON SCHOOL SYSTEM
IN WEST VIRGINIA, MARYLAND, VIRGINIA, AND DELAWARE, 1863-1900. By A. D. MAYO,
A. M., LL. D.

Growth of the movement for general education.....	391
Educational provisions of the first constitution of West Virginia.....	392
The constitution of 1872.....	396
Notes on the superintendents' reports.....	398
Establishment of the common school in Maryland.....	405
Influence of the city of Baltimore on education in Maryland	419
Virginia	424
Delaware	453

CHAPTER X.

THE PRESENT STATUS OF THE CERTIFICATION OF TEACHERS IN THE UNITED STATES. By WILLIAM ROBERTS JACKSON.....	463
--	-----

CHAPTER XI.—J. L. M. CURRY AND HIS SERVICES TO EDUCATION IN THE SOUTH.

Proceedings of the trustees of the Peabody Fund.....	521
Eulogium of Dr. J. L. M. Curry: By E. A. Alderman, president of Tulane University.....	522
Services of Dr. Curry in connection with the Peabody Fund: By A. D. Mayo, A. M., LL. D.....	524
Education in the Southern States, an address by Hon. J. L. M. Curry.....	548

CHAPTER XII.—SECONDARY EDUCATION. By ELMER ELLSWORTH BROWN.

The colonial period.....	553
From the Revolution to the civil war	558
The high school movement.....	563
Current movements and problems.....	564

CHAPTER XIII.—EDUCATION IN FRANCE.

Page.

Previous articles on education in France.....	585
Statistical summaries.....	586
The primary schools.....	594
The official programme of moral instruction in the primary schools.....	601
Comparison of American with French programmes of study.....	603
National industrial schools.....	617
Programme of French secondary schools.....	619

CHAPTER XIV.—CONSULAR REPORTS ON EDUCATION.

Hebrew school of agriculture in Germany.....	623
German colonial school at Witzenhansen.....	624
Progress of commercial education in Saxony.....	625
Commercial education in continental Europe.....	625
Industrial schools in Germany.....	631
Trade schools in Germany.....	637
School savings banks.....	638
Influence of technical education.....	639
Schools for agriculture in Quebec.....	639
Education and the elimination of crime.....	640
Industrial education in Europe.....	642
Mr. Moseley's industrial inquiry.....	647
The prison population of Japan.....	649
The public schools of the German Empire and of Prussia.....	651
The book trade in Germany.....	652
Commercial and industrial education in England.....	653
Commercial education for girls in Germany.....	658
Educational system of Liberia.....	660
Industrial supplementary schools in Germany.....	661
Admission of women to a German university.....	662
Medical supervision of schools in Berlin and Paris.....	663
Schools in Russia.....	665

CHAPTER XV.

FOREIGN UNIVERSITIES AND OTHER FOREIGN INSTITUTIONS OF HIGHER EDUCATION IN 1903 (LIST).....	669
--	-----

CHAPTER XVI.

THE KINDERGARTEN. By Laura Fisher.....	689
--	-----

CHAPTER XVII.

ON PHYSICAL TRAINING. By Edward Mussey Hartwell, Ph. D., M. D., LL. D.....	721
--	-----

CHAPTER XVIII.—PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Remarks on the statistics.....	759
Tabular summaries.....	764
Public, society, and school libraries in the United States of 1,000 volumes and over in 1903.....	780

CHAPTER XIX.—MANUAL, INDUSTRIAL, AND TECHNICAL EDUCATION IN THE UNITED STATES. By Prof. CALVIN M. WOODWARD.

Manual training.....	1019
Methods of tool instruction.....	1023
Teacher of tool work.....	1026
Size and equipment of laboratories.....	1029
Drawing and domestic science.....	1032
Industrial training.....	1032
Relation of education to industry.....	1036
Suggestions and warnings.....	1040
Technology and engineering.....	1042
The dignity and worth of engineering.....	1046

CHAPTER XX.—COEDUCATION IN THE SCHOOLS AND COLLEGES OF THE UNITED STATES.
By ANNA TOLMAN SMITH.

Topical outline.....	1047
The West the field for fullest development of State education and of coeducation.....	1048
Local circumstances a determining factor in the conduct of schools.....	1052

	Page.
Influence of high schools in promoting coeducation	1054
Early efforts for promoting the higher education of women	1055
Effect of industrial changes	1055
Public provision for new educational demands	1056
Rise of colleges for women	1057
The new era—its problems and their solution	1057
Progress of coeducation in colleges and universities	1063
Special policies growing out of the coeducation movement	1067
Women in graduate and professional departments	1071
Segregation at Chicago University (condensed from statement by President W. R. Harper)	1073
Status of foreign universities with respect to the admission of women	1075
Literature of coeducation	1075

CHAPTER XXI.—THE CATHOLIC PAROCHIAL SCHOOLS OF THE UNITED STATES. By Rev.
MORGAN M. SHEEDY.

Parochial schools maintained by voluntary contributions	1079
Origin of the parochial school	1080
The idea of the church	1081
Cardinal Gibbons's view	1081
Growth of parochial schools	1083
The bishops' pastoral letter	1083
Church favors popular education	1084
A growing demand for the religious element in education	1085
Facts and figures of parochial schools	1088
Perfecting the parochial system	1091
School management	1091
Weekly and monthly reports	1092
Regulations	1093
Course of study	1093
Outline of parochial school work	1094
Diocesan superintendents	1096
Teachers of the parochial schools	1096
Catholic teachers' institutes	1098
Institute programme	1098
School publications	1099
Educational results	1099

CHAPTER XXII.—THE STATE NORMAL SCHOOLS OF THE UNITED STATES. By ELIPHALET
ORAM LYTE.

Prefatory note	1103
Introductory	1104
Origin of normal schools in the United States	1104
The first normal school	1108
General object	1110
Examinations and certificates	1111
Schools of practice	1112
Typical courses of study	1114
Control of State normal schools	1132
Maintenance of State normal schools	1135
City training schools	1135
Private normal schools	1136

CHAPTER XXIII.—EXHIBIT OF THE BUREAU OF EDUCATION AT THE LOUISIANA PURCHASE
EXPOSITION.

Items composing the Bureau's exhibit	1137
Universities and colleges—their religious control	1138
Institutions and students	1139
Sex of students	1141
Income	1142
Endowments	1143
Benefactions	1143
Development of American college courses—subjects offered at periods named	1145
Colleges of agriculture and the mechanic arts	1151
Professional education in the United States	1154
Education of teachers in the United States	1155
Secondary education in the United States	1157

	Page.
Commercial education in the United States.....	1158
Public school-teachers.....	1161
Relative school enrollment in various countries.....	1162
Public schools of the United States—enrollment, average attendance, and length of term.....	1163
Amount of schooling received by each individual—public school income and expenditure....	1165
Public school property.....	1167
City public schools.....	1168
Kindergartens—private schools.....	1169
Education of the colored race.....	1170
Education in Alaska.....	1171
The Bureau of Education.....	1173
Education in the United States of America—progress in twenty-five years.....	1174
Sex of teachers in the public schools of the United States.....	1175
Estimated number of pupils in the several grades of the public schools in the United States in 1902.....	1176
Ages of children in the public schools in 1900.....	1176
Graduates of public normal schools.....	1177
Amount expended for every \$1,000 of true value of property by the largest city in each of 36 States.....	1178
Progress of public and private higher education in the United States in twenty years.....	1178
Federal aid to colleges of agriculture and mechanic arts.....	1179
Government reindeer in Alaska.....	1179
Elementary school course, approved by committee of fifteen.....	1180
Libraries.....	1181
Secondary school course, approved by committee of ten.....	1183

CHAPTER XXIV.—LIST OF EDUCATIONAL PERIODICALS IN THE UNITED STATES.

Periodicals arranged by States.....	1185
Arranged by subjects.....	1187

CHAPTER XXV.—EDUCATIONAL DIRECTORY.

Chief State school officers.....	1189
List of city superintendents.....	1190
Presidents of colleges for men and of coeducational colleges of liberal arts.....	1201
Presidents of colleges for women.....	1207
Presidents of schools of technology.....	1209
Principals of public normal schools.....	1210
Principals of private normal schools.....	1214

REPORT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION, *Washington, D. C., December 1, 1904.*

SIR: I have the honor to submit herewith the Annual Report of this Office for the year ending June 30, 1903.

The enrollment in schools and colleges, public and private, during the year 1902-3 was 17,539,478, the same being an increase of 79,478 pupils over the previous year. Of this number there were enrolled in public institutions supported by taxation and funds belonging to States and municipalities 16,127,739 pupils as against 16,041,016, the number reported for the previous year. Besides the enrollment in schools and colleges, as given above, there were pupils enrolled in special institutions more or less educational in their character, and more or less of a practical business character, as follows:

Enrollment in special schools in the United States in 1902-3.

Grade.	Number of pupils.		
	Public.	Private.	Total.
City evening schools	229, 213		229, 213
Business schools		137, 979	137, 979
Reform schools	34, 422		34, 422
Schools for deaf	11, 409	523	11, 932
Schools for blind	4, 363		4, 363
Schools for feeble-minded	12, 714	556	13, 270
Government Indian schools	28, 411		28, 411
Indian schools (Five Civilized Tribes)	13, 935		13, 935
Schools in Alaska supported by Government	2, 233		2, 233
Schools in Alaska supported by incorporated municipalities	1, 750		1, 750
Orphan asylums and other benevolent institutions (estimated)		15, 000	15, 000
Private kindergartens		105, 932	105, 932
Miscellaneous (including schools of music, oratory, elocution, cookery, and various special arts) (estimated)		50, 000	50, 000
Total for United States	338, 450	309, 990	648, 440

Adding the enrollment of these special schools (648,440) to the total of schools giving general education, we have a grand total of 18,187,918.

TABLE I.—Common school statistics of the United States.

	1869-70.	1879-80.	1889-90.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-2, a	1902-3, a
<i>I.—General statistics.</i>									
Total population.....	6,38,558,371	6,50,155,783	6,62,622,250	6,72,792,617	6,74,178,966	6,75,602,515	6,77,274,967	6,78,514,816	6,79,900,389
Persons 5 to 18 years of age.....	6,12,055,443	6,15,065,707	6,18,543,201	6,20,782,210	6,21,090,070	6,21,404,322	6,21,908,636	6,22,261,421	6,22,653,001
Pupils enrolled (duplicates excluded).....	6,871,522	9,867,505	12,722,581	15,103,874	15,176,219	15,563,110	15,702,517	15,925,887	16,069,361
Per cent of total population enrolled.....	17.82	19.67	20.32	20.73	20.46	20.51	20.32	20.28	20.04
Per cent of persons 5 to 18 years of age enrolled.....	57.00	65.50	68.61	72.08	71.96	72.43	71.67	71.54	70.67
Average daily attendance.....	4,077,347	6,144,143	8,153,635	10,356,458	10,328,396	10,632,772	10,716,094	10,999,273	11,051,302
Relation of same to enrollment (per cent).....	59.3	62.3	64.1	68.6	68.1	68.6	68.2	69.1	69.2
Average length of school term (days).....	132.2	130.3	134.7	143.0	143.0	144.3	143.7	143.0	141.2
Total number of days attended by all pupils.....	539,633,423	800,719,970	1,098,282,725	1,480,466,644	1,477,016,241	1,534,822,633	1,539,576,527	1,594,738,855	1,627,405,037
Average number of days attended by each person 5 to 18.....	44.7	53.1	59.2	71.2	70.0	71.8	70.3	71.6	71.8
Average number attended by each pupil enrolled.....	78.4	81.1	86.3	98.0	97.3	99.0	98.0	100.1	101.7
Male teachers.....	77,529	122,795	125,525	132,257	131,207	126,588	125,838	122,392	117,035
Female teachers.....	122,986	163,798	238,397	278,556	283,065	296,474	306,080	317,204	332,252
Whole number of teachers.....	200,515	286,593	363,922	410,813	414,272	423,062	431,918	439,596	449,287
Per cent of male teachers.....	38.7	42.8	34.5	32.2	31.7	29.9	29.1	27.8	26.0
Average monthly wages of male teachers <i>d</i>.....	.....	.....	.....	\$45.16	\$45.25	\$46.53	\$47.55	\$49.05	\$49.98
Average monthly wages of female teachers <i>d</i>.....	.....	.....	.....	\$38.74	\$38.14	\$38.93	\$39.17	\$39.77	\$40.51
Number of schoolhouses <i>e</i>	116,312	178,222	224,526	242,391	244,833	248,279	261,487	254,076	256,789
Value of all school property.....	\$130,383,008	\$209,571,718	\$342,531,791	\$495,912,048	\$523,679,996	\$550,069,217	\$572,125,215	\$601,571,307	\$643,963,228
<i>II.—Financial statistics.</i>									
Receipts:									
From income of permanent funds and rents.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
From State taxes.....	.....	.....	\$7,744,765	\$9,333,554	\$9,007,887	\$9,152,274	\$9,767,110	\$10,522,243	\$12,102,581
From local taxes.....	.....	.....	\$26,345,923	\$35,122,035	\$35,341,064	\$37,886,740	\$36,281,256	\$38,330,589	\$40,455,815
From all other sources.....	.....	.....	\$97,222,426	\$135,515,785	\$144,897,878	\$149,486,845	\$163,997,478	\$170,779,586	\$173,739,858
Total received.....	.....	.....	\$11,882,292	\$19,862,008	\$14,090,384	\$23,240,130	\$25,393,493	\$29,742,141	\$25,347,865
Income of total derived from—									
Permanent funds and rents.....	.....	.....	\$143,194,806	\$199,833,382	\$203,337,213	\$219,765,989	\$235,339,337	\$249,374,659	\$251,637,119
State taxes.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Local taxes.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
All other sources.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Per cent of total derived from—									
Permanent funds and rents.....	.....	.....	5.4	4.7	4.4	4.2	4.2	4.2	4.8
State taxes.....	.....	.....	18.4	17.6	17.4	17.2	15.4	15.4	16.1
Local taxes.....	.....	.....	67.9	67.8	71.3	68.0	69.6	68.5	69.0
All other sources.....	.....	.....	8.3	9.9	6.9	10.6	10.8	11.9	10.1

General items of statistics for the country as a whole may be seen in the table preceding (Table I). In it is given a comparative summary of items of attendance of pupils, number of teachers, receipts and expenditures, showing the increase from decade to decade for more than thirty years in what are called the common schools, including under this designation schools of the elementary and secondary grades supported from public funds.

The per cent of the total population enrolled in the common schools the past year is 20.04, the same being not quite 71 per cent of the entire number of persons from 5 to 18 years of age. The average number in daily attendance during the sessions of the schools has risen from about 4 millions in 1869-70 to something over 11 millions in the past year. The attendance has increased in regularity during the past thirty years; that is to say, the number in average attendance has approximated more closely to the number enrolled. In 1869-70 the average attendance was only 59.3 per cent, while the past year it has been 69.2 per cent. As I have pointed out in my previous reports, the increase in average attendance and the increase in the length of the school term is due to the growth of villages and cities. A continually growing quota of the population lives in large villages and cities, and holds its schools open for a larger number of days each year.

On page 1168 of this Report a copy of one of the wall charts in the exhibit of the Bureau of Education at the world's fair in St. Louis presents the relation between the city population and the rural population, and the relative per cent of school enrollment and attendance in the two regions. The population in the cities is 33 per cent of the whole, while the country population is 67 per cent. The school enrollment in the country, however, amounts to 74 per cent of the whole enrollment; but the rural schools have very short sessions, running from 50 days up to 70 or 80 days in sparsely settled districts. The existence of a railroad in a rural district builds up villages about the railway stations; the village school holds a school session from 140 to 200 days in the year, and thus raises the average of the length of the school session in the rural district.

The past year showed a remarkable increase in the length of the school term. While in 1880 the schools were in session for only 130.3 days, the past year they were in session for 147.2 days, while each pupil enrolled attended on an average nearly 102 days. The normal length of the school session in villages and cities is 9 or 10 months of 20 days each, vacation days being excluded; but public holidays that fall within the school year, for example, Washington's Birthday and Memorial Day, are included in the school year, which amounts in cities to 200 days and in the majority of villages to 180 days.

The number of women teachers has risen to 332,252 out of a total of 449,287 teachers in the common schools of the United States. While the percentage of male teachers in 1880 was nearly 43 per cent, the past year it had fallen to 26 per cent. The average salary of teachers shows some increase over the previous year, the salary of male teachers reaching \$50 a month (less 2 cents), while the average salary of women teachers had risen to \$40.51.

The aggregate of school property arose to the sum of \$643,903,228, the increase over the previous year being nearly \$43,000,000. The amount of money for the support of schools derived from local taxation—that is to say, from municipal and county taxation—has steadily increased, owing chiefly to the incorporation of large villages into cities and the provision for the support of schools out of the municipal tax fund. The entire expenditure had reached the sum of \$251,457,625, the same being \$3.15 for each inhabitant, an increase of sixteen cents per capita. Of this expenditure $18\frac{1}{2}$ per cent was devoted to the purchase of sites and buildings, $62\frac{1}{2}$ per cent to the salaries of teachers and superintendents, and 19 per cent to miscellaneous expenses, such as janitor hire, fuel, apparatus, text-books, etc. The expenditure per day for each pupil was nearly 10 cents for the support of teachers and $15\frac{1}{2}$ cents for all purposes.

TABLE II.—*Number of pupils and students of all grades in both public and private schools and colleges, 1902-3.*

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, and Indian Territory. *North Central Division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).			Pupils receiving secondary instruction (high-school grades). ^a			Students receiving higher instruction.								
	Public.	Private (largely estimated).	Private (in preparatory schools, academies, seminaries, etc.).	Public. ^b	In universities and colleges. ^c		In schools of medicine, law, and theology. ^e			In normal schools. ^g			Total higher.		
					Public. ^d	Private.	Total.	Public. ^f	Private.	Total.	Public.	Private.		Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
The United States...	15,417,148	1,093,876	608,412	168,223	42,356	83,478	125,834	10,648	51,223	61,871	49,175	14,939	464,114	102,179	149,640
North Atlantic Division...	3,582,573	405,772	198,843	51,751	5,725	33,354	39,079	312	17,736	18,048	16,756	1,206	17,962	22,793	52,296
South Atlantic Division...	2,263,567	85,949	329,879	21,255	5,733	10,943	16,676	1,424	6,789	8,213	4,254	1,412	5,666	11,411	19,144
South Central Division...	3,124,298	133,082	48,573	30,304	3,985	11,693	15,678	1,349	6,316	7,665	5,590	2,136	7,726	10,924	20,145
North Central Division...	5,577,354	425,233	286,143	49,119	20,869	24,205	45,071	6,729	18,895	25,624	18,237	10,109	28,346	45,835	53,209
Western Division.....	869,356	43,840	41,971	12,594	6,044	3,283	9,327	884	1,487	2,321	4,338	76	4,414	11,216	4,846

^a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3.

^b A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. XXXVII, vol. 2. This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^d Mainly State universities and agricultural and mechanical colleges.

^e Including also schools of dentistry, pharmacy, and veterinary medicine.

^f Mainly in schools or departments of medicine and law attached to State universities.

^g Nonprofessional pupils in normal schools are included in columns 4 and 5.

^h There are, in addition to this number, 23,839 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XXXVI, vol. 2).

TABLE II.—*Number of pupils and students of all grades in both public and private schools and colleges, 1902-3—Continued.*

Division.	Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils.			Per cent of public pupils.			Per cent of the total population enrolled in each grade.			
	Elementary.	Second-ary.	Higher.	Public.	Private.		Elementary.	Sec-ond-ary.	High-er.	Ele-men-tary.	Sec-ond-ary.	High-er.	Ele-men-tary.	Sec-ond-ary.	High-er.	Total.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
The United States..	16,511,024	776,635	251,819	16,127,739	1,411,739	17,539,478	94.14	4.43	1.43	93.37	78.34	40.58	20.66	0.97	0.32	21.95
North Atlantic Division..	3,988,345	250,594	75,089	3,804,202	509,819	4,314,028	92.45	5.81	1.74	89.83	79.35	30.35	18.01	1.13	0.34	19.48
South Atlantic Division..	2,349,516	57,134	30,555	2,307,857	129,348	2,437,205	96.40	2.35	1.25	96.34	57.55	37.35	21.49	0.52	0.28	22.29
South Central Division ..	3,257,380	79,077	31,069	3,183,795	183,731	3,367,526	96.73	2.35	0.92	95.91	61.42	35.16	21.80	0.53	0.21	22.54
North Central Division ..	6,002,587	335,262	99,044	5,909,332	527,561	6,436,893	93.25	5.21	1.54	92.92	85.35	46.28	21.83	1.22	0.36	23.41
Western Division	913,196	54,568	16,062	922,546	61,280	983,826	92.82	5.55	1.63	95.20	76.92	69.83	20.78	1.24	0.37	22.39

NUMBER OF PUPILS IN ALL GRADES OF PUBLIC AND PRIVATE SCHOOLS.

Table II shows that the children enrolled in the public elementary schools in 1903 numbered 15,417,148. The course of study in the public schools includes eight years for the elementary grades, that is to say, for schools that are known as "district schools," the pupils in this class of schools entering at 5 and 6 years of age and remaining for various lengths of time.

In Chapter XXIII (p. 1176), showing the wall charts and other statistical exhibits of the Bureau of Education at the world's fair in St. Louis, an estimate has been made of the number of children in each year or grade of the course of study,^a and also the number of pupils in attendance at each age from 5 to 18.

In the first year's work the number of pupils was	5, 149, 296
Second year or grade	2, 912, 462
Third year or grade	2, 426, 263
Fourth year or grade	2, 168, 956
Fifth year or grade	1, 288, 114
Sixth year or grade	700, 885
Seventh year or grade	405, 693
Eighth year or grade	323, 607

The total in the eight grades of the public elementary schools in the year 1902	15, 375, 276
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In the same table the attendance in the public secondary schools or high schools is given, namely:

First year	243, 433
Second year	147, 192
Third year	101, 903
Fourth year	73, 596

The total in the high school course of four years for 1902	566, 124
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The great falling off of pupils in the higher grades is noticeable both in the elementary schools and in the high schools. The number in the senior class of the high school is less than one-third of the attendance in the first year's work in the high school. The number of pupils that enter the eighth grade is about one-sixteenth as large as the number of pupils that enter the first grade. The first-grade work, no matter what the age of the pupil is who enters upon it, consists in learning how to read in the primer or first reader. A primer or first-reading book contains from 1,200 to 2,000 words drawn mostly from the colloquial vocabulary, that is to say, from the words in use in common speech and familiar to all persons by ear. The later readers (second, third, fourth, and fifth) have a continually increasing vocabulary of words that are known only to the eye and are rarely heard in colloquial

^a Estimated on the basis of returns received from parts of the country in which reliable statistics are kept in regard to this item.

speech. The more of the higher vocabulary the pupil learns in school the greater becomes his power of thinking accurately and expressing with precision his thought, and the greater, of course, becomes his power of understanding what he reads in books and periodicals.

The English language, above all languages, contains a difference between its colloquial and scientific vocabularies. The words in the colloquial vocabulary are more largely of Anglo-Saxon origin, and relate to simple ideas and to familiar objects and relations found everywhere among the humblest people as well as the people of the highest social rank. But the words that express refined ideas, complex thoughts and scientifically accurate observation, are nearly all of Latin and Greek derivation and not from Anglo-Saxon roots. This peculiarity of the English language makes it very difficult for the illiterate person to ever acquire the use of technical terms, inasmuch as they are not built up in English upon the Saxon roots, but upon Latin and Greek roots. The word "knowledge" itself is colloquial and Anglo-Saxon, but the word "science" is Latin, and the words idea, technical, theory, philosophy, chemistry, geology, astronomy, etc., are derived from Greek. The attempt on the part of ambitious illiterates to use the higher vocabulary for accurate expression results in such ludicrous mistakes as are attributed to Mrs. Partington. The word "antidote," for instance, is changed into "nanny goat." So in Hamlet the words "coroner's inquest law" become "crown's quest law." Without some knowledge of the colloquial vocabulary of the Latin and Greek, these high technical terms used for scientific purposes and by English literature for the expression of its deeper thoughts and finer shades of feeling do not get understood, for it is necessary to know the sensuous meaning of the words used by metonymy in technical or spiritual applications in order to think readily with these higher terms. With these thoughts in view it is interesting to know that one-third of all the pupils in the elementary schools are mastering the printed forms of the most common colloquial words, and that only about one-third reach the school readers which contain in them the purely literary words, that is to say, reach the studies of geography, history, and arithmetic, and acquire the technique of the most elementary science. It is of interest in this connection to note that the growth of the high schools from year to year and the increase in the number of pupils who have reached the study of elementary Latin, of algebra, and other studies of a technical character, show that there have been introduced into each community in the United States in ten years from two to three times as many persons in each million as was formerly the case who have learned in the high school how to use technical terms and the higher literary vocabulary intelligently.

As shown in columns 4 and 5 of Table II, relating to secondary instruction, the public secondary pupils number 608,412, and the

private secondary (in preparatory schools, academies, seminaries etc.), 168,223, the same making an aggregate of 776,635. Against these 608,412 public secondary pupils there were only 221,522 all told in 1890.

The number of secondary pupils in private preparatory schools, academies, seminaries, etc., is about the same as the previous year, the decrease being very slight, only 413 pupils, while the increase in the public high schools was 42,288.

The following table shows the movement of secondary students in public and private institutions of all kinds in the past fourteen years; also the same figures reduced to per cent of population:

Secondary students and per cent of population.

Year.	In public institutions.		In private institutions.		In both classes.	
	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.
1889-90.....	221,522	0.36	145,481	0.23	367,003	0.59
1890-91.....	222,868	.35	147,567	.23	370,435	.58
1891-92.....	247,660	.38	154,429	.24	402,089	.62
1892-93.....	256,628	.39	153,792	.23	410,420	.62
1893-94.....	302,006	.45	178,342	.26	480,358	.71
1894-95.....	361,370	.53	178,342	.26	539,712	.79
1895-96.....	392,729	.56	166,274	.23	559,003	.79
1896-97.....	420,459	.59	164,445	.23	584,904	.82
1897-98.....	459,813	.63	166,302	.23	626,115	.86
1898-99.....	488,549	.66	166,678	.23	655,227	.89
1899-1900.....	530,425	.70	188,816	.25	719,241	.95
1900-1901.....	558,740	.72	177,260	.23	736,000	.95
1901-2.....	566,124	.72	168,636	.22	734,760	.94
1902-3.....	608,412	.76	168,223	.21	776,635	.97

The number of secondary students in public and private high schools alone the past fourteen years is shown in the following table:

Public and private high schools since 1889-90.

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90.....	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91.....	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92.....	3,035	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93.....	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94.....	3,964	12,120	289,274	1,982	8,009	118,645	5,946	20,129	407,919
1894-95.....	4,712	14,122	350,099	2,180	8,559	118,347	6,892	22,681	468,446
1895-96.....	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97.....	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98.....	5,315	17,941	449,600	1,990	9,357	105,225	7,305	27,298	554,825
1898-99.....	5,495	18,718	476,227	1,957	9,410	103,838	7,452	28,128	580,065
1899-1900.....	6,005	20,372	519,251	1,978	10,117	110,797	7,983	30,489	630,048
1900-1901.....	6,318	21,778	541,730	1,892	9,775	108,221	8,210	31,553	649,951
1901-2.....	6,292	22,415	550,611	1,835	9,903	104,690	8,127	32,318	655,301
1902-3.....	6,800	24,349	592,213	1,690	9,446	101,847	8,490	33,795	694,060

The noteworthy increase of secondary instruction in public high schools in recent years is due to the policy adopted by large villages and counties to provide for free secondary instruction from public taxation.

The number of students in universities and colleges (as seen in columns 6, 7, and 8 of Table II) the past year was 125,834, the same being an increase of 6,338. The increase in the universities and colleges under public control was 2,869, and the increase in universities and colleges under private and corporate control is 3,469.

In Table III*a* the variation of increase of the school system for the past thirteen years is shown, and Table III*b* shows the per cent of population receiving education of different grades in private schools as compared with the public schools for three epochs, as follows:

TABLE III*a*.—*Increase in thirteen years of the total number of persons receiving education and of the total population.*

School year.	Pupils, public and private, of all grades.	Increase over preceding year.	Per cent of increase.	Estimated population.	Increase over preceding year.	Per cent of increase.
1889-90	14,512,778			<i>a</i> 62,622,250		
1890-91	14,669,069	156,291	1.08	63,809,588	1,187,338	1.90
1891-92	14,714,933	45,864	.31	65,027,377	1,217,789	1.91
1892-93	15,083,630	368,697	2.51	66,266,491	1,239,114	1.91
1893-94	15,530,268	446,638	2.96	67,537,727	1,271,236	1.92
1894-95	15,688,622	158,354	1.02	68,844,341	1,306,614	1.93
1895-96	15,997,197	308,575	1.97	70,127,242	1,282,901	1.86
1896-97	16,255,093	257,896	1.61	71,445,273	1,318,031	1.89
1897-98	16,687,643	432,550	2.66	72,792,617	1,347,344	1.88
1898-99	16,738,362	50,719	.30	74,178,966	1,386,349	1.90
1899-1900	17,020,710	282,348	1.69	<i>a</i> 75,602,515	1,423,549	1.92
1900-1901 <i>b</i>	17,299,230	278,520	1.64	77,274,967	1,672,452	2.21
1901-2	17,460,000	160,770	.93	78,544,816	1,269,849	1.64
1902-3	17,539,478	79,478	.46	79,900,389	1,355,573	1.73
Total increase		3,026,700	20.86		17,278,139	27.59
Average		232,823	1.47		1,329,088	1.89

a United States census.

b Indian Territory added.

TABLE III*b*.—*Per cent of the population receiving education of different grades.*

Grade.	1889-90.		1899-1900.		1902-3.	
	Pupils.	Per cent of population.	Pupils.	Per cent of population.	Pupils.	Per cent of population.
Elementary:						
Public	12,494,233	19.95	14,821,969	19.60	15,417,148	19.29
Private	1,516,300	2.42	1,240,925	1.64	1,093,876	1.37
Secondary:						
Public	221,522	.35	530,425	.70	608,412	.76
Private	145,481	.23	168,816	.25	168,223	.21
Higher.....	135,242	.22	238,575	.31	251,819	.32
Total.....	14,512,778	23.17	17,020,710	22.50	17,539,478	21.95

THE AVERAGE AMOUNT OF SCHOOLING PER INHABITANT.

Table IV *a* gives the average number of years of schooling, measured by the city session of schools of 200 days as a standard. The scale gradually ascends from 1870 to 1900, beginning at 3.36 school years of 200 days in 1870 and rising to 5.23 school years (or 1,046 days) in the year 1900. Since 1900 the number has hovered between

1,026 days and 1,034 days. Table IV *b* gives the same item, taking into account only the schooling furnished in elementary and secondary schools supported by public taxes.

TABLE IV *a*.—Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1870.	1880.	1890.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	<i>a</i> 1902.	<i>a</i> 1903.
The United States...*	3.36	3.96	4.46	4.87	4.99	5.09	5.20	5.09	5.23	5.13	5.16	5.17
North Atlantic division...	5.06	5.69	6.05	6.52	6.67	6.84	6.95	6.90	6.98	6.95	6.77	6.87
South Atlantic division...	1.23	2.22	2.73	3.01	3.01	3.07	3.32	3.11	3.26	3.41	3.51	3.46
South Central division....	1.12	1.86	2.42	2.81	2.87	3.03	3.04	3.09	3.21	3.02	3.11	3.10
North Central division....	4.01	4.65	5.36	5.81	6.00	6.01	6.15	6.01	6.18	5.97	6.06	6.01
Western division.....	3.56	4.17	4.57	5.62	5.66	5.90	5.85	5.42	5.53	5.61	5.67	6.07

a Subject to correction.

TABLE IV *b*.—The same, taking into account only the schooling furnished by public elementary and secondary schools.

	1870.	1880.	1890.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	<i>a</i> 1902.	<i>a</i> 1903.
The United States...	2.91	3.45	3.85	4.35	4.43	4.53	4.63	4.55	4.66	4.57	4.65	4.67
North Atlantic division...	4.43	4.84	4.99	5.51	5.64	5.78	5.88	5.85	5.91	5.88	5.93	6.00
South Atlantic division...	.80	1.90	2.42	2.73	2.74	2.79	3.05	2.83	2.95	3.10	3.20	3.18
South Central division....	.80	1.57	2.20	2.53	2.59	2.75	2.76	2.81	2.91	2.74	2.84	2.85
North Central division....	3.71	4.19	4.67	5.26	5.35	5.40	5.51	5.41	5.57	5.40	5.49	5.43
Western division.....	2.77	3.57	3.98	5.04	5.12	5.36	5.34	4.96	4.99	5.01	5.17	5.54

a Subject to correction.

It seems that the past year shows a rate of instruction which, if continued for the twelve years of the legal school age, would give an average of 934 days to each inhabitant. Estimates given in my Report for 1901 make the average amount of schooling to each individual of the population at a number of dates commencing with the year 1800, as follows:

	Days.		Days.
1800	82	1870	672
1840	208	1880	792
1850	420	1890	892
1860	434	1903	1,034

Laws relating to agricultural and mechanical land-grant colleges.—

Chapter II (page 39–226) contains the laws of 32 States and Territories governing the agricultural and mechanical land-grant colleges established under the acts of Congress approved July 2, 1862, and August 30, 1890. The laws governing such institutions in the other 16 States and Territories were given in Chapter I of the Report for 1902. This chapter completes the collection.

An examination of the legislation shows that the levying of a fixed tax on the assessed valuation of the taxable property of the State for

the permanent support of these institutions has been adopted by a number of the States and Territories. Thus, California, Colorado, and North Dakota each levy a tax of one-fifth of a mill on every dollar of the assessed valuation of taxable property; Arizona, three-fifths of a mill; Indiana and Michigan, one-tenth of a mill; Minnesota, twenty-three one-hundredths of a mill; Ohio, one-tenth of a mill unless otherwise provided by the legislature; New Mexico, forty one-hundredths of a mill, and Nebraska, 1 mill. Kentucky levies an annual tax of one-twentieth of a mill on each dollar of the assessed valuation of property in the State belonging to white inhabitants; Alabama grants one-sixth of the net proceeds of the fertilizer tax, and South Carolina grants the entire proceeds of such fertilizer tax, but requires the institution to enforce the fertilizer law. Missouri grants the proceeds of the collateral inheritance tax to an amount not to exceed the equivalent of a tax rate of one-tenth of a mill on every dollar of the assessed valuation of the taxable property, and provides that if the proceeds in any one year are not sufficient to provide such amount the balance shall be paid out of the first money thus received in the following year; of the entire amount collected one-fifth is for the support of the Missouri school of mines and metallurgy. Wisconsin provides for an annual State tax amounting to \$337,500; Oregon, \$25,000. In Oklahoma the amounts are fixed by each legislature. Maine has a fixed appropriation of \$20,000 per annum, North Carolina \$10,000, and Vermont \$6,000. In the case of Michigan, which provides a tax rate of one-tenth of a mill, it is stipulated that the amount to be raised in any one year shall not exceed the sum of \$100,000.

The levying of a permanent tax for the support of these institutions relieves them of the necessity of making constant appeals to sometimes unfriendly legislatures for the means for current support. However, in some of the States mentioned above the tax rate was fixed long ago, and in the meantime the institutions have grown so rapidly in the number of students and expanded their scope of instruction so largely that the growth in the income from the tax rate has not kept pace with the increase in expenditures rendered necessary for the proper maintenance of the work. The State of California, for instance, has during the past few years granted the sum of \$100,000 annually for the current support of its university in addition to the regular tax, and has granted special appropriations for buildings. In some cases special taxes are levied for a limited period for certain specified objects, especially where large sums are needed for new buildings.

The legislation shows also that in a number of the newer States funds are raised for the erection of buildings by means of bond issues, the payment of both principal and interest on such bonds to be made out of the income derived from the lease of the lands granted to the

institutions by the General Government or from the interest derived from the proceeds of the sales of such lands.

With respect to the compensation of the members of the boards of trustees or governing bodies it may be stated that generally the laws provide for the payment only of actual and necessary expenses incurred in attending the meetings of such boards. Of course there are a number of exceptions, as, for instance, the following: Arizona allows \$5 per day and 10 cents per mile for each mile traveled, mileage being limited to one payment for each session and compensation to \$150 in any one year; Arkansas, \$2.50 per day and actual necessary expenses; Georgia, \$4 per day and actual fare to and from meetings; Iowa, \$4 per day not to exceed thirty days in any one year and mileage, but building committees may receive pay for sixty days; Maine and Wyoming allow actual traveling expenses; North Dakota, \$3 per day and mileage at 5 cents per mile; Oklahoma, \$5 per day, not to exceed twelve days in any one year, and mileage at 5 cents per mile; South Dakota allows \$5 per day, with special compensation to members from the Black Hills region for meetings east of the Missouri River; Utah, \$4 per day and 10 cents per mile for one way only; West Virginia, \$4 per day and actual expenses. In quite a number of cases the laws are silent on the subject.

The number of members on the boards of trustees or regents varies in the different States, as well as the manner of their selection. In the great majority of States the trustees or regents are appointed by the governor by and with the advice and consent of the senate. In three States—Illinois, Nebraska, and Nevada—they are elected by popular vote; in several others by vote of the State legislatures, and in a few cases, as in Vermont, Delaware, South Carolina, and Maryland, part of the board is self-perpetuating, while the other part is subject to appointment or election.

Generally the entire management of the institutions is committed to the governing body especially designated for the purpose. There are, however, a few exceptions. In South Dakota the management of the agricultural college is committed to the Regents of Education, a body of five members, which has exclusive control of all the educational institutions maintained by the State. In Montana the management is committed to the State board of education, which, however, delegates immediate supervision to a local committee of five members. In Minnesota the State board of control has full authority in all financial matters, including the construction of buildings, but the board of regents retains control of the general educational policy as well as the number of teachers to be employed and the salaries to be paid.

Education in Great Britain and Ireland.—Chapter III (pp. 227-271) presents brief conspectuses of public elementary education in

Great Britain and Ireland, with detailed accounts of important current events and a statistical review showing the progress since 1870.

As regards England interest centers in the changes in the local administration of schools effected by the law of 1902, which has been put into operation during the year under review. The former school boards closed up their work as rapidly as circumstances permitted, and the county councils, which have become the local authorities for education, have been developing their plans for the approval of the central "board of education." The councils, like the former school boards, are the agents for the distribution of the Government grant for schools and are empowered to raise whatever additional funds may be needed for the support of the schools by local taxes. These taxes, which under the law of 1870 could only be applied to public schools, are now applied equally to church schools, which remain substantially under private management. It will be remembered that the protest against the use of local taxes, except under public control, was so strong that the original draft of the law of 1902 was modified to the extent of establishing a slight measure of public control over the church schools.

The opposition to the support of sectarian schools by local taxes, which it was supposed would subside as soon as the law was really in operation, has been steadily increasing. In England this opposition has taken the form of "passive resistance," i. e., refusal on the part of the Nonconformists to pay the portion of the school tax which would go to the support of religious instruction in the church schools. This resistance is not occasional and sporadic, but an organized movement extending throughout the country. Since the chapter here considered was in print statements have been made in Parliament showing that no less than 18,000 summonses have already been issued against persons refusing for "conscience' sake" to pay the tax for religious instruction, and that the number of cases in which final notice has been given amounted to 80,000. In Wales the opposition has taken a more threatening form, the majority of the county councils of this principality having absolutely refused to appropriate local taxes to sectarian schools. Under these circumstances it is generally predicted that the law of 1902 will be speedily amended in some important particulars.

Apart from the question of sectarian schools the law presents many favorable aspects which are specially noted in the chapter before us. The church schools, which educate about 42 per cent of the children, are placed on a much better footing by their improved financial condition; whereas formerly they depended upon voluntary contributions for about one-third of their expenditures, they now have the certainty and security of the local tax. Further, by bringing secondary educa-

tion within the sphere of Government supervision the law promises to effect the much-needed coordination of elementary and secondary schools, which have hitherto worked without reference to each other. The local councils have been extremely active and in general very judicious and liberal in their efforts to carry out the provisions of the law. Out of 333 councils 243 had submitted schemes for the approval of the Government before the end of the year. It still remains to be seen, however, whether the county councils acting through educational committees of their own formation can efficiently maintain the schools after the schemes are formulated. The task would be comparatively easy in small districts. The peculiar difficulties that are likely to arise in the larger towns with the children distributed in two distinct classes of schools—i. e., private or church schools and public or council schools—are set forth in a citation from the Schoolmaster presented in Chapter III, page 158.

The most noteworthy event of the year in the history of education in England was the passage of a new law for London. In its final form the law does little more than extend the general law of 1902 to the metropolis; but in its original form the bill departed much further from the principle of popular control for tax-supported schools than the general law had done. Its provisions were condemned, not only by the liberals and nonconformists, but also by a great body of conservatives and churchmen who had gauged the spirit of the city much better than the Government leaders. To the scathing criticisms of the measure by members of Parliament and the press were added public demonstrations of ominous character, and under the accumulated pressure the Government hastily withdrew or modified the most objectionable features of the bill.

The Parliamentary history of the measure, which is given quite fully in Chapter III, is therefore of special interest as affording an insight both into the educational status of London and also into the interaction of Government and local policies in this great city. The most objectionable feature of the original bill was embodied in clause 2, which deprived the city council of all independent action in forming its educational committee by giving the borough councils of London a controlling voice in the matter. This clause was dropped under pressure. Opposition then centered in clause 3, which provided that the borough councils should be made the managers of the public schools of their respective districts; that they should have the right to determine the curriculum of these schools, to appoint and dismiss the teachers, and to determine the sites upon which additional schools should be erected. This endeavor to deprive the council of the authority which was nominally imposed upon it was also defeated, and the bill as passed left the London county council the supreme local authority for the schools of the metropolis. The force and drift

of public opinion in this contest for civic rights will be seen by comparing the original draft of the bill with its final form, both of which are given in Chapter III.

The retrospective Tables I to X (pp. 169-175) show the progress of elementary education in England since the passage of the law of 1870. The school accommodation, which at that date was adequate for 8.8 per cent of the population, is now sufficient for $20\frac{1}{2}$ per cent. The enrollment has increased from 1,693,059 pupils, or 7.6 per cent of the population, to 5,881,278, or 18 per cent of the population. The average attendance, which in 1870 was 68 per cent of the enrollment, reached in 1902 the ratio of 81.4. Only denominational (or voluntary) schools existed in 1870; by 1872 the board (or public) schools created by the law of 1870 had made appreciable advance, enrolling 8,726 children, or 0.7 per cent of the total enrollment. The steady increase of the public schools will be seen by reference to Table I (p. 247). They comprised in 1902 nearly half the total enrollment (48 per cent). The steadily increasing expenditure for elementary education (Table III, p. 170) is an impressing feature of the history. Local taxes (rates), which supplied \$355,920 (£71,184) in 1871, afforded in 1902 a total of \$31,218,460 (£6,243,692). The State expenditure, which in 1871 amounted to \$4,637,620 (£927,524), had risen in 1902 to \$49,947,020 (£9,989,404). These particulars indicate the magnitude of the school work which has developed in England during three decades, and which by its upward pressure has forced new legislation to meet the popular aspirations and industrial demands which are the natural outcome of the increased intelligence of the masses.

The comparative statistics of education in Scotland (Table 1, p. 175) show also great development in that division of the Kingdom since 1872, the year of the passage of the Scotch education law. School accommodation and the average attendance upon schools have both tripled in the three decades that have since elapsed, while the population has only increased by about one-third. The progress in Scotland as in England has brought about a demand for the reorganization and extension of public education, and a measure to this effect is pending. In both divisions of the Kingdom the most urgent need appears to be that of increased provision for secondary and technical education for the industrial classes. In Ireland, where the same problem is pressing, a corps of special inspectors has been recently employed to investigate the existing secondary schools. The conclusions of this body as summed up in the chapter reviewed (pp. 187-188) indicate very clearly the present conditions of the problem in that island.

The brief survey of higher education given in Chapter III (pp. 180-184) shows that the university problem in Ireland is still a subject of serious disturbance. During the year reviewed, the senate of Trinity College, Dublin, voted in favor of the admission of women, and the

proposition having received the sanction of the King announcement was made March 31, 1903, that the scheme for their admission had come into force. All lectures, examinations, and degrees in arts and in the medical school are thrown open, and all prizes except fellowship and scholarship, the women students paying the same fees as men students.

Interesting particulars respecting the university colleges recently established in several English cities are also presented in the review of higher education by citations from the latest official report of the Government inspectors. Attention is further called to a movement under the auspices of Lord Rosebery to establish in London a technological institute of high character. A pledge of \$2,500,000 with the promise of additional funds has been made for this institution, conditional upon an annual appropriation of \$100,000 from the London County Council for the maintenance of the work. The council has given assurance that this appropriation will be made when lands, buildings, and equipments of the value promised shall have been actually provided.

Chapter III closes with a brief summary of legislation respecting the employment of children in Great Britain and Ireland.

The work of the school board for London.—Chapter IV (pp. 273-292) presents a survey of the work of the school board for London, which is virtually brought to a close by the new law considered in the previous chapter. The particulars emphasized in the survey are the magnitude of the work; the elevated character of the first school board, elected in 1870; the systematic and comprehensive scheme of work which was developed; the enduring influence of the standard set up by the first board, and the vigor and liberal spirit in which the work has ever since been continued.

Interesting details with respect to the election and constitution of the original board are quoted in Chapter IV from a report by Lord Reay, the chairman of the present board. In particular, he notes that in 1870 London, with all its concentrated wealth, was less advanced with respect to school provision than any other part of England. According to the investigations at once undertaken by the school board, accommodation was required for at least 200,000 children within the metropolitan area for whom no school places could be found. The first board not only had to make up this deficiency, but to keep pace with the rapidly increasing population.

Doctor Macnamara, M. P., long a member of the London board, thus sums up the early policies of this great educational body:

The first two boards laid down the main line of policy on broad and progressive educational lines. The religious difficulty was solved by a happy compromise, to which churchman and nonconformist, like Prebendary Thorold and Doctor Angus, and Tory and Liberal, like Mr. W. H. Smith and Mr. Samuel Morley, gave complete and satisfied adherence. * * * Scales of salaries were laid down that

secured for London the best the training colleges for teachers could furnish, and schemes of staffing and of instruction were put on the stocks in a way that would not have done discredit to the most enlightened educationalism of thirty years later.

Doctor Macnamara notes also that from first to last the London school board has exercised a decisive influence throughout the country. "Go where you will," he says, "up and down the country and out of it, you will find some of its syllabuses and regulations in force."

The magnitude of the work as it has developed is thus graphically indicated by Lord Reay in the report already referred to. "The total population of the city" (6,705,731), he says, "is double that of Denmark or of Greece and is larger than that of Scotland." The child population to be cared for by the board "is larger than the total population of any European city except Paris, Berlin, St. Petersburg, Moscow, and Venice. * * * The sum expended in London upon elementary education alone is equal to the total national expenditure of Denmark, Norway, or Switzerland."

The board comprises 55 members, organized in 7 standing committees and 26 subcommittees. They have the services of school visitors, about 324 in number, employed to look after the school attendance of the children in their respective districts, and of about 3,000 school managers, who have a general oversight of individual schools. The board employs also 8 inspectors, 11 superintendents, 3 medical inspectors, and a large office force for clerical work. This mere enumeration of responsible agents is sufficient to indicate the enormous work which has been thrown upon the London county council by the new law.

From the tabulated statistics, which give a comparative summary of the operation of the board by decades from 1872-1902 (pp. 278 et seq.), it appears that in the last-named year the elementary school accommodation required for the metropolis was 787,678 places; the actual accommodation furnished was sufficient for 783,701 children; the average enrollment was 761,729 children, of whom 546,370 were in board schools and 215,359 in nonboard schools (chiefly parochial). In the former schools the average attendance maintained was 84.7 per cent of the enrollment, and in the latter 81.7 per cent.

The teaching staff employed by the board consisted of 11,235 persons, of whom 484 were head masters and 942 head mistresses. The classification of the remaining teachers, as given on page 279, shows that the pupil teachers had been reduced to a very small proportion of the whole number. Of the adult staff 82.2 per cent had been professionally trained.

The London board has been characterized by its efforts to prolong the period of school attendance and to extend the programme beyond the mere elementary branches. The original board made compulsory by-laws, and the upper limit of the period of obligatory school attendance has been gradually raised from 11 to 14 years of age. The scope

of the school work is set forth in Chapter IV under the head of subjects of instruction (pp. 280-282). Many subjects that were formerly treated as optional—English, geography, elementary science, history, and needlework—have been made compulsory in all schools. Moreover, the proportion of pupils taking subjects that have been retained as optional has been steadily increasing, and reached in 1902 a total of 160,382, or more than one-fourth the entire number enrolled in the board schools. French and algebra were the optional branches pursued by the greater proportion of the pupils.

The policy adopted by the board with respect to the employment of special teachers for modern languages and science is briefly outlined in Chapter IV (p. 281).

The board schools are all free, and school books, apparatus, and stationery are supplied without cost to the pupils. The income of the school board is derived chiefly from the government grant and local taxes. For the year ending March 25, 1902, the total expenditure reached the sum of £3,250,486 (\$16,252,430).

In addition to the annual expenditure for the maintenance of the schools the board has borrowed £13,548,756 (\$67,743,780) on the security of the rates for the purchase of sites and the erection of school buildings. Of this amount £3,117,888 (\$15,589,940) have been repaid. Against this indebtedness the people have above 500 valuable sites and buildings.

The total current expenditure in 1902 was equivalent to £4 12s. 8d. (\$23.16) per capita of average enrollment. Of the total named, the Government grant supplied 24 per cent and local taxes 75 per cent, leaving a small balance derived from other local sources. The ever-increasing expenditure, though severely criticised, bears witness to the faithfulness with which the school board has maintained its trust. The rate of local tax which it has entailed is equivalent to 14.66d. on every pound of assessed valuation.

In addition to the provision and maintenance of day schools, the London board has carried on a vast amount of extra work, educational and sociological, essential to the efficient discharge of its responsibilities. This auxiliary work comprises evening schools, with an annual attendance in recent years of above 140,000 pupils; special schools for the physically and mentally defective; and industrial and reform schools for neglected and vicious children. London led the country in provision for mentally defective children, and its work in this respect has become a model copied by other nations. Extended accounts of this work, which, from its beginning in 1891, has been under the general charge of Mrs. Burgwin, are given in Chapter IV, pages 289-291. The endeavors of the London board to meet the necessities of the poorest and most unfortunate children have entailed a vast amount of charitable work, including the supply of food and clothing for destitute children,

which has been secured through the cooperation of philanthropic societies. The condition of the poorer children early drew attention to the importance of medical inspection for schools, and an efficient service of this kind has been organized by the board. The medical staff in 1902 comprised the chief officer, 3 assistants, 6 oculists, 3 nurses, 4 clerks, and a messenger. A brief report of the service is included in Chapter IV. The London board has also maintained a very efficient truant service, particulars of which are given on pages 287-290. It is noticeable that the solicitude of the committee charged with the oversight of the truant schools does not cease when a child's term of detention is over. Interesting particulars are given of the efforts to secure some satisfactory arrangement for the subsequent life of the pupil.

In view of this long and impressive record of service it is easy to understand the excitement caused by the proposition to abolish the board and the reluctance manifested by the London county council to assume the onerous task. It was urged by many eminent advocates of the general law of 1902 that London should be made an exception to the rest of the country by leaving its school administration to a body constituted especially for that work. As we have seen, other views prevailed and the metropolis is entering upon a new policy of school administration.

American universities.—In Chapter V (pp. 293-317) President Charles F. Thwing, of Western Reserve University, has given an account of the development of American universities, their organization, conduct, and relations to the moral and material life of the nation. In the nine colleges planted during the colonial period English conditions prevailed. The motives for founding them, as in the case of the English universities, were largely ecclesiastical, the principal one in the colonies being to educate young men for the ministry. Of the 76 graduates of Harvard between 1642 and 1656, at least 59 became ministers. The course of study also followed the English precedent. Besides the Bible and the three ancient languages (Latin, Greek, and Hebrew), philosophical and rhetorical studies were chiefly pursued, with very little variation. Indeed, there was probably less change in the curriculum of the colonial colleges from their first establishment down to the close of the Revolution than there is now made in the same colleges in a single decade. The first classes of Harvard were admitted without a knowledge of mathematics, and the subject was not taken up until the senior year.

Some few French influences and points of contact during the first half century following the Revolution are noted. The chief embodiment of French methods and ideas was realized in the University of Virginia, founded by Jefferson in 1825. The influence of German scholarship and thought, which began to be felt in the first half of the

nineteenth century, was much more far reaching and lasting in its effects. It was then that German literature came to be known and studied in this country, while great numbers of American students, educated in German universities, returned home imbued with German ideas; also, the presence in the United States of many Germans of lofty character and profound scholarship, some of whom were political exiles, contributed to the enrichment of American education.

The colleges of the early period were under church control; subsequently, institutions began to be founded by individuals as such, and not as members of a church, such as Williams, Bowdoin, and Amherst. Finally, in recent decades, the State has more definitely entered the field of higher education and established colleges or universities as the crown of the public school system. These three forms of control, viz, church, private, and public, are not sharply defined in all cases, yet they serve to typify the forces at work. The three types of higher institution may—and in many States do—exist in harmony, side by side, each finding its sphere of usefulness and fulfilling its allotted functions.

The progressive development of the purpose, scope, and constitution of higher institutions in the United States is a noteworthy feature of recent decades. The changes in the character of the governing boards, the enrichment of the curriculum, the introduction of graduate courses, the addition of or affiliation with professional and technical schools, and changes in the methods of instruction, have marked the period of transition from the college to the university type in a great number of instances. The course of study has been broadened so as to include the physical and sociological sciences, modern languages—all branches of learning, in fact, whether pursued for the acquisition of knowledge alone, for their disciplinary effect, or as a professional preparation. The elective system of study has steadily won its way, often in the face of strong opposition; indeed, it may now be seen that this system was the inevitable result of the expansion of the curriculum to correspond with the enlarged bounds of the field of knowledge and the necessity of training students for a multiplicity of diverse ends.

Doctor Thwing touches on the subject of the higher education of women, distinguishing briefly the three agencies made use of, viz, the coeducational college, the affiliated college (Radcliffe, Barnard, etc.), and the independent college (Wellesley, Vassar). About 70 per cent of the 500 colleges in the country are coeducational.

The growth of university endowment funds has kept pace with that of the wealth of the country at large. The productive funds of Yale College have increased from about \$30,000 in 1830 to over \$5,000,000 at the present time. The growth of libraries has also been significant in particular instances, yet the "libraries of most colleges are inade-

quately furnished and inefficiently administered." University architecture is traced through the stages of colonial, Greek, and Gothic; at present all types are met with, sometimes intermingled on the same campus.

Undergraduate life is highly organized. In such universities as Yale and Harvard there are as many as fifty clubs and societies, formed for purposes most diverse; athletic associations have attained a special degree of prominence. Student fraternities enroll more than 100,000 members, and university clubs are found in most of the great cities.

The functions of universities in American communities are considered by Doctor Thwing under various aspects. First, as conserving forces in the presence of a democracy inclined to make all things new; then, as inspiring with high moral ideals an age inclined to pursue mere material aims. The university promotes the conditions favorable to the creation and growth of literature. As an agency to promote systematic research, the seeking after truth as such, the university fulfills an increasingly useful function. It presents the materials for the study of all truth, in the world of nature and in the world of man.

Early English writers on education.—In Chapter VI (pp. 319-350) are included notices of a number of early English writers on education, with extracts from their works, by Prof. Foster Watson, of University College, Wales. These notices cover the period from 1553 to 1574, including the reign of Mary and the earlier years of Elizabeth. The educational ideals and practice of that age have many side lights thrown upon them by the extracts given and the notes of Professor Watson. The whole forms an interesting contribution to the history of education. It gives the needed evidence of the state of education in England in the century preceding the English colonial settlement in America, setting at rest many questions as to the schools of the home country in which our forefathers were instructed.

Public school systems of the United States.—In Chapter VII (pp. 351-358) Supt. Aaron Gove, of Denver, Colo., has outlined some of the leading features of the schools of this country. Though each State has a school system of its own, distinguished from all the others by peculiarities whose origin must be sought in the history of the State, or is due to geographical, industrial, or other conditions, yet all the systems have the same broad statutory basis. That is to say, in each State legislative provision is made for a system of unsectarian schools, free to all children within given limits of age (commonly 6 to 21), and supported at the public expense. The law in each case also provides for their administration through an organization composed of State and local school boards and superintendents. While, as may be supposed, there is great diversity in the details of administration, there are certain features which are common to many State systems and

therefore may be considered as representative, while others, less common, represent ideals in the direction of which the trend of practice is rapidly setting.

While school buildings vary from the one-room house to those holding 2,000 or even 3,000 pupils, Superintendent Gove considers a building of 12 or 15 rooms the typical one for medium-sized cities. Eight years is the period commonly set apart for elementary instruction, though the brighter pupils may complete the work in seven or even in six years. In some States legal provision is made for a preliminary kindergarten course of one or two years. Secondary instruction occupies four years, during which the pupil comes under the influence of special teachers. Both sexes attend the usual high school, the girls preponderating in the ratio of about three girls to two boys. The curriculum is the same for both sexes; but the different courses that are given (classical, English, etc.) and the introduction of electives, permit a choice of studies to be made adapted to the sex and the future career of the pupil. Every course, however, must include three lines of training, viz, mathematics, science, and language. The enrollment of secondary schools ranges from 3 to 12 per cent of that of primary schools.

Physical training is given in all first-class schools, frequently by specially trained instructors. School hours range from five to six daily. In the buildings erected in recent years increased attention has been given to architectural design, hygienic appointments, etc., especially in the case of high schools. Adjustable seats and desks have been in some cases provided for pupils, though Superintendent Gove considers the ordinary desk and seat sufficient for the 90 per cent of pupils who are of normal stature. The custom of providing free textbooks seems to be on the increase. A recent and characteristic innovation is the concentration of rural schools and the free transportation of pupils living at a distance from the central-school.

The typical American child, who enters the primary school at 6 years of age and graduates from the high school at 18, in many of the States may continue his education at the public expense for another period of three or four year at the State university or agricultural college, at the end of which he receives a college degree.

The uncertain tenure of school-teachers and the lack of men teachers are two sources of weakness. The average term of service of women teachers does not perhaps exceed four years. Normal schools and the training of teachers receive some notice from Superintendent Gove, who emphasizes the fact that the accommodation for normal students in this country is very limited, compared with the number of teachers required. The chapter closes with an account of the scope and character of the instruction given in manual training for both sexes, music and drawing.

The educational movement in the South.—In Chapter VIII (pp. 359–390) Prof. Wyckliffe Rose, of the University of Tennessee, has given an account of the origin, development, and present work of the conference for education in the South, using that term to include the whole educational movement which has found expression in the Southern Education Board, the General Education Board, and the many subordinate agencies cooperating in the work of improving the schools of the South. The rapid development of the conference, the constantly broadening scope of its activities, and the unexpected forces it has called into play during the six years of its existence have surprised its originators and have not been fully understood by the public. The statement, therefore, of Professor Rose will serve to give a better understanding of the nature, aims, methods, etc., of this new educational propaganda.

Originating, in 1898, in the association for more effective work of a few devoted men whose primary interest was centered in the educational features of missionary work among the colored people, the conference at its first three sessions (at Capon Springs, W. Va.) attracted hardly any attention, even in the South. At its Winston-Salem meeting, in 1901, however, it entered upon a career of rapid expansion, which has continued until it now embraces within the range of its work all the interests and agencies which relate to the education of the child. It has formed a rallying point for earnest workers who have heretofore been isolated from each other. The rapidity of its development has been due to the conditions which it found prevailing in the South. The need which was felt of completing the radical readjustment of the economical and political life of the Southern States, to meet the changed order of things brought about by the civil war, gave impetus to a movement so directly contributing to that end; for the people of the South have come to consider the public free school as the principal agency in the work of building up the new régime. Traditional prejudices and the spirit of conservatism, still holding to the old system of the education of the few, inherited from England, long delayed the growth of a preponderant sentiment in favor of a comprehensive and efficient system of public free schools, as did also the impoverished condition of the South, which especially induced hesitation, on the part of the white taxpayers, over taking up the burden of educating the colored people. But the new material prosperity, the desire of the South to regain its former ascendancy in the councils of the nation, the growing sense of the solidarity of national life that has resulted from the development of the United States as a world power, have all contributed to create a public opinion in the South in favor of universal education. Under such conditions the southern conference entered upon its work in 1898. The ready response accorded to its

efforts increased the enthusiasm of those engaged in the work; new fields of activity were entered upon in succession, and methods of procedure suggested. Through the meetings and discussions which it initiated, the literature it disseminated, and the judicious financial aid given in typical cases, it has come to be one of the chief educational forces of the South, organizing, stimulating, directing, and giving effect to the ever-growing sentiment in favor of free public schools for the children of all the people.

At the third meeting of the conference Mr. Robert C. Ogden, of New York, a business man, presented the subject of popular education to the business men of the South as a purely business proposition. That he had voiced the aspirations of the conference aright was indicated by his election to the presidency, a position he has held ever since.

The fourth year the place of meeting was changed to Winston-Salem, N. C., in which State a vigorous and aggressive campaign for popular education had been carried on for several years, and a governor (C. B. Aycock) had just been elected on a platform of free schools for all and a longer term. A fruitful address at that meeting was made by President Charles W. Dabney, of the University of Tennessee, on "The public school problem in the South." Popular education became thenceforward the dominating interest of the conference, and an active campaign was organized in its behalf. The "logic of its own development" had brought the conference thus far, and public sentiment was so ripe for the movement that it immediately found numerous agencies for carrying on the work waiting to be organized and directed. The whole machinery of the public schools was virtually placed at its disposal. College and university men lent their cooperation in the field of elementary education and gave of their time and thought and energy. The public press was extensively utilized. Women's clubs and associations promoted the work effectively in various ways. In some States the public school was made a political issue, and to-day, Professor Rose remarks, Virginia, North Carolina, Tennessee, and Louisiana boast their "educational governors," the influence of whose support can not be overestimated. Governor Montague, of Virginia, made a journey to Alabama to meet the public school officers of that State and discuss with them the relation of the child to the State.

It will be noticed that the conference started out to utilize existing educational agencies rather than create new ones, and this has continued to be its policy.

The history of the origin and development of the conference, which has been here briefly outlined, is narrated by Professor Rose with many instructive and significant details. He then goes on to give an account (with numerous extracts from writings and discussions bearing upon the subject) of the origin, composition, functions, and work of the two

boards which have grown out of the conference: (1) The Southern Education Board, an agitating and "preaching" agency, a central propaganda; and (2) the General Education Board, for administering funds contributed for educational purposes and disbursing them so as to secure the largest return. In addition to campaign work in the field the Southern Education Board conducts a "bureau of investigation and information," located at Knoxville, under the directorship of Dr. Charles W. Dabney. It issues a weekly publication in magazine form called "Southern Education," intended to furnish matter in convenient form for the newspaper and periodical press, as well as for the reading public; also a series of bulletins designed to give out the results of mature study of educational conditions and problems.

The conference has no formal organization, no constitution, by-laws, dues, treasury, or even a definite membership. This lack of fixity has permitted more freedom of action and contributed to the expansion of the movement. The meetings are open to all in sympathy with their object, and are attended by representatives of those interested or engaged in educational work from all sections.

The agitation set on foot by the conference has resulted in a general quickening of interest in public schools, which often manifests itself in the most unexpected places and in the most unaccountable fashion, as Professor Rose illustrates by an example. Those who have been caught up in the inspiration of the large assemblies, at Athens, perhaps, or Richmond, have returned home to communicate their enthusiasm to their associates in all parts of the South and give direction to their work. Educational mass meetings are being held, teachers are organizing, schools being consolidated, houses built, rural libraries established, and manual training introduced.

These lines of development indicate the character of the reforms which occupy chiefly the attention of the conference. The removal of the constitutional limitations upon local taxation, which exist in most Southern States, is another and important part of the general programme, but this will require time to accomplish. A number of consolidated rural schools of agriculture and industry have been established (in Washington County, Ga., Concord, Tenn., and elsewhere) as types or models of what is considered the school needed to meet the requirements of the agricultural South. These schools are designed also to be centers of community life. The practical side of education will be made prominent in them, but at the same time the scholastic branches will not be neglected.

There could not be a lack, on the part of those directing the movement, of a keen appreciation of the fact that one of the fundamental conditions of success was a supply of duly qualified teachers. But the existing facilities for the professional training of teachers, including normal schools and collegiate departments of education, were

altogether inadequate to satisfy the demand for new teachers, to say nothing of the better preparation of those already engaged in the work. To remedy in some measure this situation of affairs, a great summer school for teachers was projected, and eventually held under the name of the "Summer School of the South," at Knoxville in 1902 at the University of Tennessee, that institution, at the suggestion of President Dabney, having offered its entire plant for the object in view free of charge, and the general education board, in cooperation with other agencies, having provided the necessary funds. This school remained in session six weeks, with a faculty of distinguished instructors from all parts of the country and an enrollment of 2,000 students. The members of the Southern Education Board, while having no official connection with the school, lent their aid in promoting it and took part in the proceedings. The result showed that a demand existed for such an agency, and the friends of the cause determined to continue it in operation indefinitely. Accordingly in 1903 a second session was held, at which 91 instructors gave 149 courses to 2,150 students from 31 States and Territories, Canada, Porto Rico, India, and Japan. The programme covered all the phases and grades of educational activity, making the school a "campaign" in itself. During the same summer schools similar in spirit and aims, but not on so large a scale, were held at half a dozen different State universities, ranging from Virginia to Texas, and at other points. These schools had no official connection with the conference or with each other, but were so many individual manifestations of the new interest in popular education which has been awakened in the South.

Professor Rose notes, in concluding, some of the more intangible, but not less real, results of the conference, especially its effect as a liberalizing and unifying force in our national life.

Common school enrollment and expenditure in the sixteen former slave States and the District of Columbia.

Year.	Common school enrollment.		Expenditures (both races).	Year.	Common school enrollment.		Expenditures (both races).
	White.	Colored.			White.	Colored.	
1870-71			\$10,385,464	1888-89	3,197,830	1,213,092	\$23,171,878
1871-72			11,623,238	1889-90	3,402,420	1,296,959	24,880,107
1872-73			11,176,048	1890-91	3,570,624	1,329,549	26,690,310
1873-74			11,823,775	1891-92	3,607,549	1,354,316	27,691,488
1874-75			13,021,514	1892-93	3,697,899	1,367,515	28,535,738
1875-76			12,033,865	1893-94	3,848,541	1,432,198	29,223,546
1876-77	1,827,139	571,506	11,231,073	1894-95	3,846,267	1,423,593	29,443,584
1877-78	2,034,946	675,150	12,093,091	1895-96	3,943,801	1,449,325	31,149,724
1878-79	2,013,684	685,942	12,174,141	1896-97	3,937,992	1,460,084	31,286,838
1879-80	2,215,674	784,709	12,678,685	1897-98	4,145,737	1,540,749	31,247,218
1880-81	2,234,877	802,374	13,656,814	1898-99	4,144,643	1,509,275	33,110,581
1881-82	2,249,263	802,982	15,241,740	1899-1900	4,261,369	1,560,070	34,905,568
1882-83	2,370,110	817,240	16,363,471	1900-1901	4,301,954	1,594,308	35,998,667
1883-84	2,546,448	1,002,313	17,884,558	1901-2a	4,397,916	1,587,309	37,567,552
1884-85	2,676,911	1,030,463	19,253,874	1902-3a	4,428,842	1,578,632	39,582,654
1885-86	2,773,145	1,048,659	20,208,113				
1886-87	2,975,773	1,118,556	20,821,969	Total			727,867,089
1887-88	3,110,606	1,140,405	21,810,158				

a Subject to correction.

The public schools of West Virginia and other Southern States.—In Chapter IX (pp. 391–462) Dr. A. D. Mayo has given a historical sketch of the progress of popular education in West Virginia, Maryland, Virginia, and Delaware, covering the period from the close of the civil war to the beginning of the present century. In each of these States a system of public schools, free to all children of both races, was established within a few years after the return of peace. These tentative efforts, representing the then existing state of public opinion, were of great significance in that they indicated the formal recognition by the States in question of the principle of universal education, and formed the starting point for further development. But, considered as school systems, they were in many respects defective, particularly through failure to provide sufficient means of support. Their slow elaboration during the closing years of the century, often in the face of an adverse public sentiment and hampered by hostile legislation, is fully described by Doctor Mayo. He particularly distinguishes the services of Doctor Newell in Maryland, Superintendent Ruffner in Virginia (whose noble work forms an epoch in the history of his State), and other able and devoted school officials and friends of popular education, who labored effectively for the upbuilding of the schools. Their efforts, together with the lapse of time and improved economic conditions, have brought about a change in the attitude of the public mind, a breaking away from old traditions and habits of thought, and paved the way for the new educational movement recorded in the preceding chapter of this Report.

Teachers' certificates.—This Office has received numerous inquiries regarding the different kinds of teachers' certificates issued in various States and the conditions upon which they may severally be obtained. Those interested in this class of inquiries will find in Chapter X (pp. 463–519) a table relating to teachers' certificates, compiled by Prof. William R. Jackson, formerly State school superintendent of Nebraska, and now principal of the normal school of the Nebraska Wesleyan University. The table furnishes complete and systematic information on several particulars concerning teachers' certificates, such as the names of the different grades of certificates in force in each State, by what authority each is issued, where and for how long valid, and the requirements as to scholarship and teaching experience necessary to secure it. Professor Jackson had, during his term of superintendency, felt the need and commenced the compilation of such a table as is here given. Several other State superintendents have published tables of similar form, but restricted to their own States. It is believed that the publication of this general table will prove especially useful to county and city superintendents, as well as to State school officers.

J. L. M. Curry.—In Chapter XI (pp. 521–552) have been collected a number of papers designed to illustrate the career and commemorate

the services rendered to education in the South by the late Hon. J. L. M. Curry, including: (1) Proceedings in his memory of the trustees of the Peabody education fund; (2) an eloquent eulogium by President E. A. Alderman, of Tulane University; (3) an account of the services of Doctor Curry in connection with the Peabody education fund, by Rev. A. D. Mayo; (4) reprint of an address by Doctor Curry on "Education in the Southern States." The position of agent of the Peabody education fund, which was filled with distinction by Doctor Curry for upward of twenty years preceding his death, placed in his charge a trust upon the execution of which he placed the broadest interpretation. It afforded him opportunities for remolding educational sentiment in the Southern States upon a democratic basis, which he utilized to the full extent of their possibilities. He realized that an efficient system of free public schools for the children of all races and creeds was the primary object of educational statesmanship, and it is largely due to his unwearied labors that the new movement in the South in favor of universal education, described in Chapter VIII, has made such substantial and encouraging progress. It is difficult to make a just estimate of the eminent worth of his character, abilities, and educational services. To his influence more than to that of any other man is due the very considerable State school funds that have stimulated so powerfully the rural schools throughout the South. (See above the statistics of the increase of enrollment, colored and white, quoted in my remarks on Chapter VIII.)

Secondary education.—In Chapter XII (pp. 553–583) Prof. Elmer E. Brown, of the University of California, gives an account of the origin and present condition of secondary education in the United States. The early colonial secondary schools were modeled after the "grammar schools" of England. As early as 1647 a Massachusetts act provided for the appointment of a grammar schoolmaster in every town of 100 families; before the end of the seventeenth century Connecticut, New Hampshire, and Maryland had also made provision in some sort for a general system of grammar schools. Colonial subsidies were granted to some of these schools. There were instances of secondary schools in other colonies, but no system had been established by law. These pioneer schools were designed primarily to prepare boys for college, generally with an ultimate view to the ministry, and their course of study was almost exclusively classical; even such pupils as were not intending to go to college pursued the same classical course. A typical grammar school course of the colonial period is given on pages 554 and 555.

During the eighteenth century forces were at work which resulted in broadening the work of the grammar schools, and which eventually brought about the establishment of a somewhat different type of secondary schools. The influence upon the composition of the cur-

riculum of a continually growing body of English literature, the progress of science, the increasing commercialism and industrialism of the time, in a word, the growing practicality of life, tended to bring about the beginning of that development of education upon its "modern" side which has been more completely effected in recent years. There arose a demand for a class of schools that made some provision for continuing beyond the elementary grade the education of those not desiring an almost exclusively classical course and who were not preparing for college, a demand which was met by schools of the "academy" type. These schools date from about the middle of the eighteenth century, and during the early decades of our national existence were established in large numbers, becoming in time the prevailing type.

The academies were, in general, private incorporated schools, most commonly nonsectarian, either for boys or girls alone or coeducational, often boarding schools, supported mainly by tuition fees, but sometimes having a certain degree of State support and supervision, a large proportion of them with a college preparatory as well as a modern course. The first regularly incorporated academy seems to have been that established at Philadelphia in 1753 through the efforts of Benjamin Franklin. Other notable examples were the two Phillips academies, one at Andover, Mass., and the other at Exeter, N. H., founded in the later years of the Revolutionary war.

The curriculum of the academies, while varying much in different schools, included, besides the college preparatory studies, many subjects of study not required for entrance to college, especially in the departments of English, modern history and languages, natural science, business, etc. To meet the wants of students who wished to pursue these studies further, certain of them were from time to time taken up by the colleges into their curriculum in more advanced form, and also added by them to their entrance requirements, a step which illustrates the reaction of the secondary schools upon the colleges, thus contrasting with the relations which had existed at the beginning, when the old grammar schools received their impress from the colleges. Here is obviously the first phase of that interplay of forces, working from the colleges downward and from the secondary schools upward, which marked the educational history of the nineteenth century, and which, having contributed to bring our systems of secondary and superior instruction to their present stage of elaboration, is still actively at work.

The course of Phillips Exeter Academy in the year 1818, given on pages 561 and 562, illustrates well the character of the instruction given in the academies of that day, on both its classical and "modern" sides.

In the further progress of the movement of popularizing education a new type of secondary schools was developed which lay much nearer the people, viz, the public high schools. These formed, in fact, the upward continuation of the public elementary school system and were articulated with it. Following upon the educational "revival" inaugurated by Horace Mann in the fourth decade of the last century in Massachusetts, the public school system had, previous to the civil war, become firmly intrenched in most or all of the Northern States. The public high schools were its legitimate outgrowth. These schools were maintained at the public expense and were under public control, and had, at least in the more populous centers, courses the same in general character as those of the academies, but were free of charge and generally located in the near neighborhood of the main body of their pupils. In consequence of these advantages they in some cases supplanted the academies or took them over, but they largely occupied new ground, gathering in a different class of pupils and leaving the academies and other private secondary schools to cater to their own clientèle and fulfill their own mission. Their establishment marks the third and latest phase in the development of secondary education. They have multiplied in all sections of the Union, including the South since the war, to the extent of becoming the dominant type of secondary schools; but have been so far from crowding out the private schools that the growth of the latter has in recent years been keeping about even pace with the increase of population, as shown by the diagram on page 567.

Massachusetts led the way in bringing a high school education within the reach of every child in the State by enactments requiring towns not having high schools to pay the tuition (1891) and transportation expenses (1894) of duly prepared pupils who desired to attend the high schools of neighboring towns. Measures to the same end have since been adopted by several other States, especially those having State aided high schools, which are frequently required to give free tuition to all qualified pupils who present themselves. On page 568 Professor Brown gives a table showing the principal facts regarding State aid and control of high schools in a number of States.

In recent years the relations between the secondary schools and the colleges have become a fruitful subject of discussion and experiment. Owing to the diversity in the courses of the different secondary schools and in college entrance requirements, the institutions of the two grades did not for the most part interlock with each other. Various movements have been set on foot with a view to a more complete articulation of secondary and superior instruction. Attempts have been made on the one hand to standardize the secondary courses, while on the other hand groups of associated colleges have adopted uniform entrance requirements in the various branches of study, and admit

students either without examination on the certificate of accredited secondary schools, or as the result of an examination before a joint examining board of the colleges. These movements are described in some detail by Professor Brown, who also shows that the discussion has extended so as to embrace the whole subject of the character, aims, and length of elementary, secondary, and superior courses, and cites various propositions that have been made for the redistribution of the work of the three grades of instruction.

Education in France.—Chapter XIII (pp. 585-622) presents a survey of educational progress in France by means of statistical summaries bringing the record down to 1902, and a detailed account of the work of the various classes of schools which, in the French system, are included in the division of primary education.

On account of recent legislation special interest attaches to the statistics showing the distribution of pupils between the public schools and the schools of the religious orders. (Tables II and III, pp. 588-589.) For the latest year reported (1901) the enrollment in primary schools was 5,526,800, equivalent to 14.2 per cent of the population. Of this enrollment 75 per cent were in public schools and the remaining 25 per cent in private schools. The great majority of the latter schools, and a small proportion of the public schools, were in charge of members of the religious orders, the classification of pupils (Table III) showing 72 per cent of the whole enrollment in secular schools and 28 per cent in the religious schools.

The suppression of the religious orders by recent measures will therefore oblige the Government to make additional school provision for nearly a million and a half children of school age.

The clerical schools that must be closed under the legislation referred to employed about 10,000 men teachers belonging to religious orders and 33,300 women teachers. There were also about 6,300 nuns employed in the public schools. (Tables VI and VII, p. 589.) The elimination of the clerical schools will therefore bring a great additional expense upon the Government, which is already embarrassed by the difficulty of securing an adequate supply of competent teachers for the primary schools by reason of the low salaries which the service offers. The evils resulting from this condition have been forced upon the attention of the legislature, which has already adopted temporary measures looking to the pecuniary relief of the teachers (p. 591). Further legislation is anticipated, which it is hoped will bring the teaching service to a financial level with other branches of the civil service.

It is noticeable in this connection that the public expenditure for education (public schools only) decreased from 214,000,000 francs (\$42,800,000) in 1896-7 to 198,000,000 francs (\$39,600,000) in 1900. The expenditure per capita of population for 1900 was equivalent to

\$1.02 and the per capita of enrollment to \$8.60. (Tables IX and X, p. 591.)

The statistics of enrollment in secondary schools for boys (Table XI, p. 592) show a gradual decline of attendance upon the public secondary schools from 1887 to 1898, with a corresponding increase in the enrollment in the schools under the religious associations. The totals for the public schools were 89,902 in 1887; 84,402 in 1898; for the clerical schools in 1892, 75,032; in 1898, 91,140. Since 1898 the enrollment in the public secondary schools has increased, but not to the loss of the clerical establishments. The apparent transfer of young men of the more influential classes from State schools to clerical was one of the provoking causes of the recent legislation against the religious orders. Students in these higher institutions are destined for public careers and the Government was naturally alarmed at the idea of having them under influences that were regarded as hostile to its welfare. It was at first thought, however, that extreme measures would not be adopted against the "orders," as even their opponents recognize the value of their educational and charitable work. The law respecting the religious associations introduced by Waldeck-Rousseau went no further than to require them to apply to the civil power for authorization. Since the passage of that law events have developed extreme bitterness on both sides, and the Government has adopted drastic measures which will result in closing all the schools belonging to the orders and their dismissal from the country.

From the statistics of universities (Table XII, pp. 592, 593) it appears that the registration in State universities has increased by about 60 per cent since 1887, the total registration for 1901 being 29,931 students. The University of Paris greatly outnumbers all others in this respect, its total registration being 12,289 students, but it no longer, as in 1887, comprises more than half the total registration. Lyon, with 2,458 students, and Bordeaux, with 2,119, stand next to Paris. Toulouse also has a little above 2,000 students; Montpellier, Lille, Rennes, and Nancy have each above 1,000 students.

As regards the distribution by faculties, law leads with 10,152 students; medicine follows with 8,627. The faculties of science with 3,910 students slightly surpass the faculties of letters with 3,723 students.

The independent or private universities show a total of 1,488 students. France is also rich in special schools of university grade, such as the Collège de France, the École Pratique des Hautes Études and the École Nationale des Beaux Arts. Statistics of these special schools and the higher technical schools are given, page 593.

The department of primary instruction in France comprises infant schools, elementary higher primary schools, manual-training schools, and normal schools for training elementary teachers. The scope of each of these classes was clearly defined by the law of October 30, 1886,

and the programme of studies for each class of schools has been carefully prescribed by official regulations. Thus there is very little overlapping of studies from grade to grade and great uniformity in primary school work throughout the country. The recent tendency has been to relax somewhat the extreme uniformity which formerly prevailed, leaving larger liberty to local inspectors and school directors as to the application of the programmes in particular places and schools. It is still true that the official programmes (especially when accompanied with typical time-tables) give a very intimate view of the work of all classes of schools in France pertaining to the primary department. Peculiar interest therefore attaches to the series of programmes which form a prominent feature of Chapter XIII. The elementary primary schools cover the period of obligatory school attendance (i. e., ages 7 to 13). It will be seen by comparing their programmes with typical programmes for the United States, also presented in the chapter, that there is quite close agreement between the two countries in respect to subjects of study and the extent to which each study is carried. In the French programmes, however, peculiar stress is placed upon instruction in morals, the complete programme of which subject will be found in the chapter. In addition to the formal instruction in morals (*la morale*) during specified periods, it is expected that the subject will be diffused, as it were, throughout the entire instruction of the school.

On the intellectual side the subject specially emphasized is the native language and literature. The importance of making this branch the core of the whole instruction was urged by the school council of Paris in 1899, when the revision of the official programmes was under discussion, and the influence of this council naturally prevailed in this matter. All critics of the French schools recognize the peculiar efficiency with which this part of the programme is carried out.

Although great stress is placed on the importance of manual training by French educators, it is evident from the programmes presented that this branch has its development chiefly in city schools, where it takes the form of sewing for girls and wood and metal work for boys. By reference to the programme of a small country school with a single master (pp. 599, 600), it will be seen that the so-called manual training is reduced in that school, practically, to drawing and theoretical instruction in the elements of agriculture. The same programme illustrates the method of consolidating the work of the two higher divisions of the primary school where circumstances do not permit the normal division into three sections.

To the American reader the most significant lesson brought out by the programmes is that of the distinction between the higher primary schools of France and the high schools of the United States. From the former the classics are entirely excluded, and in the smaller towns

and villages the higher primary schools offer little more than a continuation of the simple branches of the elementary grade. In Paris and other large cities, as Lyon and Lille, the higher primary school is generally a highly organized school, offering elaborate courses of instruction in science and modern languages, with peculiar emphasis on the practical application of these branches.

Great complications have arisen in the effort of the administration to provide high school instruction which should meet the demand of parents for the practical training of their children and at the same time raise the general level of popular intelligence. The history of the struggle between these two purposes is incidentally brought out in the chapter here considered. A solution—or at least a temporary solution—of the problem has been found by the creation of a new class of industrial high schools, viz, schools of commerce and of industry, whose general character is defined in the chapter, and their programmes brought into comparison with those of the higher primary schools. Both classes of schools, the higher primary and the schools of commerce and industry, are supported by the combined efforts of the State and the communes. As a rule, in cities outside of Paris, these schools have boarding departments managed sometimes by the municipality under a salaried “*économe*,” but more frequently by the director of the schools. The pupils are drawn not only from the town but from the neighboring region. About half the primary schools for boys and two-thirds of those for girls are of this character, and thus, as explained by Mr. Morant^a in an interesting report on this subject, France is provided with a “widespread system of municipal boarding schools with the staff supplied at the expense of the State.” The higher primary schools of France as now organized resemble the modern departments of our own high schools, while the schools of commerce and of industry may be likened to our industrial high schools. In addition to the schools named, the State maintains four national schools (*écoles nationales professionnelles*) intended as models for the complete education of the industrial classes. These schools embody in fact the conception of specialized training for the people which was entertained by the leaders of the French Revolution, and which the present Republic has endeavored to realize in practical form. The four schools referred to combine in one establishment an infant school, a primary school, and a technical high school. As explained by Mr. Buisson, they “are not in any sense special technical schools, more or less complete schools of engineering (*écoles d'arts et métiers*); they are associations of schools comprising an infant and a primary elementary school, and at each stage technical instruction which, commencing from the earliest age, when it is of little importance, continues

^a Successor of Mr. Sadler as chief of the division of special inquiries of the English educational department.

up to the very end of the course, when it becomes of the first moment. When he has arrived at this final stage the apprentice, who now only needs the practice of his trade to become a workman, leaves the national school and goes either into a workshop or into a technical school, in the proper sense of the term. Hence these establishments provide a general preparation for artisan and industrial life."

The distinction between the technical department of these schools, which the pupil enters at 14 to 16 years of age, and the schools already described is clearly brought out by the weekly programmes presented on page 618. These four State schools and the schools of commerce and industry form, with the numerous trade schools, schools of agriculture, and the higher technical schools for which France is justly celebrated, a complete system of special training adapted to every form of industrial demand.

It will readily be seen that peculiar prominence has been given to the idea of industrial training for the French masses in contrast with the classical education provided for the élite of the nation, but as opportunities for the advancement of the people and their political power increase the evil effects of an extreme social cleavage in education become more and more apparent. The Government has recently endeavored to break down these class distinctions by correlating the higher primary schools to the classical colleges. The new programme for the latter (lycées and communal colleges) includes a scientific course without Latin and Greek. The relation of this course to that of the higher primary schools will be seen by comparing the secondary programme (pp. 619-621) with the programmes already considered. This is the last of a series of efforts looking to the unification of the whole scheme of public education in France.

Chapter XIV (pp. 623-677) contains a number of reports on educational subjects and institutions received by the Department of Commerce and Labor from United States consuls abroad and kindly furnished to this Office by that Department. These reports become increasingly interesting from year to year. The most comprehensive of these reports come from Germany, a country which continues to develop new ideas in education and new institutions to embody them. We find there, for instance, a Hebrew school of agriculture, a school to prepare farmers for the colonies, general and special schools for local industries, trade schools and secondary technical schools, recently, also, "practical medical schools" to supplement the theoretical medical courses of universities. These new schools are evidently on the plan of the London hospital medical schools—St. Bartholomew's, Guy's, and others—which have long been noted. An article on "Education and the elimination of crime" from a German magazine gives some convincing proofs that education is the best means for the prevention of crime. Great Britain, for instance, in 1850, had only 11 school children to every 1,000 inhabitants, and 122 criminals to every 100,000,

while in 1887 the number of school children was 125 to every 1,000, but only 38 criminals to every 100,000. The number of youthful criminals fell during that period from 45.8 to 21.5 to the 100,000. Also worthy of consideration is an account of the prison population in Japan, where the number of prisoners shows on the whole a tendency to decrease, which may be owing to the marked increase in school attendance in that Empire, though the consul reporting the facts attributes the apparent diminution of crime to other agencies. The report on industrial education in Europe shows that considerable progress has been made in this particular. There is, however, one feature of special education in Germany which deserves notice. Nowhere in Germany have the utilitarians encroached upon the elementary school (age of pupils, 6-14). Special education, be it commercial, agricultural, industrial, technical, or trade education, is reserved for pupils who have passed through the elementary school; that is, for children from 14 to 18 years of age.

The German Empire being a union of 26 States, and school affairs being administered by the governments of the separate States, as is the case in this country, it has always been difficult to obtain information on the subject of expenditures for the German schools as a whole. Recently the imperial statistical office in Berlin has undertaken the work of collecting the school statistics of the entire Empire. The first results of this work are given in a consular report from Frankfort. It appears that the number of pupils attending the German public elementary schools was 8,829,812 in 1901, and that the total cost of their maintenance was 412,886,000 marks, or about \$100,000,000. This sum does not include expenditures for high schools, nor for kindergartens, nor for any special (evening or day) schools devoted to commercial, industrial, technical, agricultural, or other special instruction.

Commercial education occupies a large space in the consular reports. In Germany, at least, this form of education is comparatively new, since most of the commercial schools of that country do not date back further than 1885. The announcement is made from Munich that young women have gained, at last, admission to the university on equal terms with young men. Medical supervision of schools in Berlin and Paris is the subject of a report from Frankfort which shows the slight difference in method of the two systems. The chapter closes with a report on Russian schools made by our consul in Vladivostok, Siberia. It reveals a condition of public education which explains the high percentage of illiteracy in Russia.

Chapter XV (pp. 669-687) contains a list of foreign higher seats of learning revised up to the summer of 1903. The list is somewhat longer than that in the preceding report, from the addition of theological, law, and other professional schools, colleges, and independent faculties of Europe. These higher seats of learning are grouped

according to date of founding, number of students, alphabetically, and by countries. This last list shows a great array of institutions for general culture and special studies in Austria-Hungary, Great Britain, France, Germany, and Italy. In order to facilitate correspondence with foreign seats of learning the names of the acting heads—rectors, chancellors, or directors—will be given in future. In attendance at universities and technological and professional schools of all kinds, Germany outranks all other countries, having one student in such institutions for every 800 inhabitants. The only noticeable decrease is found in the number of American students in Germany, while the number of other foreign students steadily increases.

Chapter XVI (pp. 689-719) contains a concise historical account of the kindergarten in the United States by Miss Laura Fisher, director of the public kindergartens of Boston. After quoting early expressions from Hon. Henry Barnard and others introducing this institution to American notice, the author enters upon the history of kindergartens in this country, first naturally describing the private institutions and mentioning names that have become famous in the cause of infant training, such as Miss Peabody, Mrs. Kriege, Mrs. Boelte, John Kraus, and others. She then turns her attention to the charity kindergartens, and again a large number of well-remembered and revered names meet the eye of the reader. Here we see mentioned Mrs. S. H. Hill, Mrs. Pauline A. Shaw, Miss L. B. Pingree, and many others. Then the author enlarges upon the subject of public kindergartens. The work of Miss Susan E. Blow in St. Louis here occupies the chief place of honor, for it was due to her labors that the kindergarten came to be introduced into the public schools. Perhaps in nothing is the public kindergarten so potent as in its influence upon primary school methods, just as was confidently expected when public kindergartens were first introduced in St. Louis. Four timely questions relating to management and organization receive attention. In a subsequent section of the chapter, the author discusses kindergarten principles and practices and advocates an enlargement of the sphere of activity of kindergarten pupils. The kindergarten normal schools come in for a discussion, their courses of study are quoted, and an outlook into the future of the kindergarten closes the chapter. The statistics are grouped well, and reveal a healthy growth all over the country.

Physical training.—In Chapter XVII (pp. 721-757) Dr. E. M. Hartwell, late director of physical training in the public schools of Boston, gives a general view of the subject of physical training, including the physiological principles on which it is based, its aims, the different typical systems, and the distinctive features that characterize this form of training in the United States, as well as its prevailing tendencies.

The human body is a machine capable of transforming the potential

energy of food stuffs, derived from the blood, into active energy, manifested as mechanical work. Of its great variety of component mechanisms the most important are the nervous and muscular tissues. Nearly all the rest of the body is occupied (1) in preparing the raw food and bringing it to be built up into these tissues, and (2) in receiving and preparing for ejection the waste matters. On the harmoniously balanced working of these two processes the health of the organism largely depends. To promote this well-ordered working and turn the net income of the body to the fullest and best account, so that it will not be spent in confused or excessive muscular movements, the neuro-muscular mechanism should form proper habits of action. The development of such habits is accomplished through the practice of regulated neuro-muscular exercises. Such exercises, properly combined and adapted to the sex, age, health, and mental capacity of different individuals, are designated collectively by the term "physical training."

Doctor Hartwell specifies the beneficial effects, either direct or indirect, of neuro-muscular exercise upon the different mechanisms of the body in turn—upon the structural parts of the muscles, in producing a normal degree of size and working power, brought about by improved nutrition; upon the neural parts, by developing advantageous habits in respect to the origination and transmission of stimuli. The effect upon the processes of digestion, assimilation, and excretion is important, though indirect, being produced by changes in the volume, distribution, and quality of the general blood stream. In fact, the nutrition and growth of all the tissues are promoted by muscular exercise. "The normal growth and development of the motor areas of the brain depend in large measure on the normal exercise of the muscles whose movements are represented by them." This development of the neural mechanisms is to be regarded as the most important of the special effects of "muscular" exercise.

Following Mercier, Doctor Hartwell classifies bodily movements into central (movements of the trunk), peripheral (of the fingers, mouth, eyes, etc.), and intermediate; and cites a corresponding classification of the nervous mechanisms which represent these movements (low, higher, and highest level centers), adopted by some writers. Low-level, fundamental nerve centers are developed early, being practically complete at birth, while high-level accessory centers are the latest formed and the most highly specialized, and are less stable. As the nervous system is the most important object of education, the principle is laid down that all education, whether mental or physical, should conform to the laws that determine its growth and development. Hence provision should be made first of all and continuously for the exercise and training of the fundamental and central neuro-muscular mechanisms, and care taken not to prematurely subject undeveloped accessory centers to strenuous discipline. The movements of the cen-

tral groups of muscles have, moreover, great influence in determining the quality and volume of the blood stream. The most typical of central movements, that of breathing, is amenable to discipline; a teacher can prevent a pupil from forming the habit of stuttering by showing him how to acquire proper control over his breathing movements.

To illustrate the beneficial effects of a regulated course of physical training in developing the mental faculties, two examples are given. One case is that of an idiot boy 8 years old, who was subjected to a course of training according to the theories and under the direction of the late Dr. E. Seguin. At the beginning the boy had no command of his hand; could not put it or his fingers in any prescribed attitude. After two years' training his bodily movements had been brought under control and his intelligence awakened to the extent that he was able to enter a school for ordinary children and do fairly well at his lessons.

Another instance is that of an experimental class in physical culture at the Elmira (New York) State Reformatory, composed of dullards who were making almost no progress in school work. The object was to ascertain if physical culture, as comprised in frequent baths, massage, and daily calisthenics, would not stimulate mental power. Muscular development was not aimed at. The experiment continued five months, with such satisfactory results that the State thereupon added to the reformatory plant a suitable gymnasium and bath house.

Doctor Hartwell divides the period of bodily immaturity, covering the first twenty-four years of life, into three equal periods of eight years each. The conditions which characterize each of these periods are duly set forth by him, as well as the peculiar type of physical training called for in each case.

Considering physical training in its most general aspect, and including in the term martial and athletic sports as well as gymnastic exercises, the number of representative systems may be reduced to five: (1) the Grecian, (2) the mediæval or knightly, (3) the British, (4) the German, and (5) the Swedish. Each of these systems has certain broad distinguishing features, though in some respects they overlap each other. British sports probably stand next to Grecian in point of age; they have undergone but slight modification at the hands of educational reformers, and are mainly athletic, being almost devoid of pedagogical aims or methods. On the other hand, German training is singularly lacking in the athletical element. The Swedish training is of the strictly gymnastic type. German and Swedish gymnastics have been developed largely of set purpose, whereas British sports are a spontaneous expression of the national spirit.

The founding of the Dessau *philanthropium* in 1774 marks the first step in the development of German gymnastics, though it was not until the early years of the next century that the system was more

fully elaborated by Jahn, the father of German "turning." German school gymnastics (Schulturnen) owe their distinctive peculiarities to Adolf Spiess, who worked out a system involving the simultaneous performance by a class or squad of prescribed exercises at the word of command. This form of physical training, more or less modified, gradually made its way into the course of school instruction in different parts of Germany; at present three hours a week are devoted to it in the Prussian higher schools for boys and two hours in the schools for girls and in the elementary schools. A general statement as to its methods, spirit, and intent is given on pages 741-742. It should be noted that this training in Germany is not regarded as a substitute for recess or free play, but forms an organic part of the course of instruction.

Peter Henry Ling is regarded as the originator of Swedish school gymnastics. Though this branch did not become highly organized or generally adopted in the school course until some years after his death, it has developed along lines marked out by him. He anticipated the class exercises of Spiess, laid great stress on positions as distinguished from movements, and was the first to devise free movements (i. e., without apparatus) as preparatory exercises. He also paid great attention to physiological considerations, and especially required movements to be made so as to promote free and deep breathing. "Progression" and the coordination of exercises with each other are distinguishing features of the Swedish system.

In emphasizing the point that in the Swedish and German systems all movements are performed at the word of command, Doctor Hartwell takes occasion to protest against the teaching of gymnastics through memorized and musical drills, a practice, he says, still somewhat common in England and the United States.

The rise of physical training in the United States has been marked by alternating periods of enthusiasm and neglect. The Round Hill School at Northampton, Mass., was the first to connect gymnastics with a purely literary training (in 1825), though previously its claims in some form had been advocated by a number of persons interested in education, including Benjamin Franklin, Benjamin Rush, Noah Webster, and Thomas Jefferson. Other enthusiastic and short-lived experiments, chiefly on lines suggested by foreign experience, followed. The well-known names of Doctor Follen and Doctor Lieber are prominent in this connection. Harvard started the first college gymnasium in 1826. Yet the matter soon lapsed into neglect. Previous to the civil war, apparently, no very considerable development took place. Mention should be made, however, of the transitory but widespread movement between 1829 and 1835 "to provide college and seminary students with facilities for gaining health, amusement, and money by means of agricultural and mechanical labor."

The period from 1860 to 1880 was marked by a renewal of interest in gymnastics, particularly in colleges and preparatory schools; also, by the beginning of the extraordinary development of athletic sports and games which is a distinguishing feature of school and college life at the present day. The gymnastic crusade preached by Dio Lewis, in Boston, in 1860, had a far-reaching influence. Amherst College in the same year established a department of physical education under Dr. Edward Hitchcock, who introduced a system of periodical physical measurements of students. In 1880 the Hemenway Gymnasium of Harvard University was opened, under Doctor Sargent, the inventor of the system of "developing gymnastics," which bears his name; since then millions of dollars have been spent upon new gymnasias modeled more or less closely upon the Hemenway, and using in the main the Sargent system, which is described more particularly on page 752. Swedish pedagogical gymnastics have been adopted by certain colleges for women, but by few for men. With all the interest displayed in building gymnasias and collecting appliances, however, too little attention has been paid to developing the science and art of physical training, and too much prominence allowed to athletic ideals, methods, and aims.

The subject of school gymnastics is taken up on page 754, where a brief account of the systems adopted and the progress made is given.

Manual, industrial, and technical education forms the subject of Chapter XIX (pp. 1019-1046), by Prof. Calvin M. Woodward, director of the manual training school and dean of the school of engineering and architecture of the Washington University, St. Louis.

By "manual training" is understood "the systematic study of the theory and use of common tools, the nature of common materials, elementary and typical processes of construction, and the execution and reading of working drawings." The mere performance of hand work upon materials in the school does not constitute manual training. System and continuity are essential. The manipulations of the kindergarten, busy work in the primary grades, the science laboratory, and the commercial workshop are beyond the pale of manual training. The real aim of manual training is not to construct certain objects, which are only the incidental means, but to develop mastery and power as the result of the effort made. In cooperation with mental training it strengthens and disciplines all the faculties; the "whole boy" is put to school.

Manual training, using the term in its pedagogical sense, is of recent origin. Certain forms of it were employed in Russia in 1868. An exhibit made by the Imperial School of Moscow at the Centennial Exposition at Philadelphia in 1876 seems to have been chiefly instrumental in drawing attention to it in this country. The St. Louis Manual Training High School, opened in 1880, was the first of its kind

and attracted much attention here and abroad. Others followed in Baltimore (1883), Chicago (1884), Toledo (1884), Philadelphia (1885), and elsewhere. This progress was not made without some opposition. Professor Woodward cites some of the predictions that were made as to the evil effect upon the school and the pupils of this new form of training; all of which, he says, have apparently turned out to be false. Hostile criticism has practically ceased, and there are now manual training high schools to be found in nearly every large city, while hundreds of secondary schools have introduced manual training in some form as an optional study. The European plan of making it a pure "extra," to be taken after hours, has found little favor in the United States.

After manual training had become recognized as a valuable feature in high school work attention was directed to introducing it into the grammar schools in an elementary form. Many experiments have been tried, the results of which tend to show that for children in the stage of development reached in the grammar school period the exercises should be simple, involving few elements, and capable of analysis into steps which the child can appreciate. This very important advice, if carefully considered, would modify and improve most of the manual work in the grammar schools. Especially the pupil should learn when and how to use each particular tool.

The class method of instruction should be used. The teacher makes in the first place to the pupils a statement of principles and theories, and gives a practical illustration; one-fourth of the laboratory period is sufficient for this. The pupils then repair to their separate places and reduce to practice what is to them as yet theory. The teacher should never begin work for the pupils to finish, nor finish what they have begun. The doing, not the finished product, is the main thing. Herein lies one of the chief points of distinction between the manual training laboratory and the commercial workshop.

More or less industrial work has been introduced into schools of different grades under the guise of manual training. Such occupations have much of educational value, but are liable to become ends in themselves rather than the means of development and growth. Industrial training has no well-defined limits; it ranges over all the ground between manual training proper on the one hand, and purely trade instruction by apprenticeship in commercial shops on the other. While it should be kept in mind that manual labor is not manual training, still the employment of strictly pedagogical methods in teaching a trade or industry is of value both from a practical as well as from an educational standpoint. Professor Woodward cites from Supt. Thomas M. Balliet, of Springfield, Mass., an interesting experiment in the direction of trade teaching along pedagogical lines and in connection with the public schools.

Coeducation.—Chapter XX (pp. 1047-1078) treats of coeducation

in the schools and colleges of the United States, bringing the account of this policy to date, and also tracing its development under the democratic influences that have shaped the entire system of public education in this country.

In the elementary grades of our public schools with very few exceptions boys and girls are always taught in the same classes; the association at this stage is not indeed peculiar to our own country, but obtains to some extent in all Protestant countries. It is the continuance of the policy in secondary and higher institutions that marks it as distinctive of education in the United States. This upper extension of the policy has come about naturally through the growth of public or state supported, as contrasted with private schools. Statistics show that of pupils in the elementary grades 94 per cent (15,375,000 in a total of 16,479,000) and of pupils in secondary schools 77 per cent (566,000 in a total of 734,000) are enrolled in public schools. Of the elementary pupils specified 96 per cent are in mixed classes and of the secondary pupils 95 per cent. The general favor with which coeducation is regarded in this country appears also from the fact that of pupils enrolled in private schools nearly one half (about 45 per cent) are in coeducational schools. As to higher institutions—colleges and universities—the statistics show that 62.5 per cent of all undergraduate students are in coeducational institutions. The proportion would doubtless be considerably higher if State universities and land-grant colleges were alone considered.

The West has afforded the field for the fullest development of public systems of education, and throughout this section women have been freely admitted to all provision by which the State seeks to foster intelligence and high ideals. Hence the history of education in this section, which is briefly reviewed in the chapter before us, indicates very clearly the significance of coeducation as a public policy.

This history begins with the reservation of lands under the ordinance of 1787 for the support of both common schools and higher institutions. The policy thus initiated has been since extended by Congressional appropriations of much greater value, notably those made under the land-grant act of 1862 and the supplementary acts of 1887 and 1890, and this national bounty has been followed by extensive grants from State legislatures. The far-reaching effects of this bounty, through the impulse given to collective action in respect to education in the pioneer era of western life and the relation established between local interests and the broader conception of State and national life, are shown in the historical review of these measures. The interplay of Federal and State policies in the complex whole of our national life is strikingly illustrated in the foundation of State universities characteristic of the West. These institutions are the crown of the public school system, and coeducation seems to have been adopted by them

as naturally and through the same influences as in the elementary schools. It is a noteworthy fact indeed that this is the policy in every college and university in the North Central and Western divisions of our country that has had the benefit of national land grants. The West is thus distinguished by the unity of higher and elementary education through their common origin in the public bounty. Private agencies have shared in the work, but have never gained ascendancy as they did in the East; consequently the schools and colleges of the West have a more homogeneous character than in the East; they are more easily brought within a common system and in their progress, as is shown by the review of their history, have responded more readily to democratic ideals than the older, more complex, and more conservative institutions of the Eastern States.

But above these sectional tendencies are the influences of a common national life making constantly for unified sentiment and action. So closely interwoven are the States that measures passed by the legislature of one State are often adopted almost simultaneously by other State legislatures, and thus spread rapidly throughout the country. As observed in the chapter, "this is so true in respect to education, that although there is no national system of education in the United States, the expression is current among us and carries to all minds a very definite idea." Under this interplay of influences the West early assimilated the ideals of liberal education which dominated the East; in like manner the West has imparted to the East liberalizing influences that have modified traditional practices. This is particularly noticeable in respect to the higher education of women. To the demand that women should have full provision for intellectual culture and discipline, the West responded by opening to them the colleges and universities previously limited to men; the East by the endowment of special colleges for women. Up to 1870 the indications were that coeducation would be the policy of the West and separate education that of the East. The opening of Boston University in 1869 with coeducation as a distinctive feature and the admission of women to Cornell in 1872 changed the outlook in the section east of the Alleghanies and the progress of the policy since that date has been almost as marked in this division as in the West, where it was inaugurated. The history of Cornell shows plainly the influence of Oberlin and Michigan in determining its action in this important matter.

An added impulse was given to the movement for coeducation in colleges by the passage of the land-grant act of 1862 and the general recognition of woman's claim to participate in this bounty. Among other influences noted in the chapter as conducing to the same end are the industrial changes that characterized the period, 1830 to 1870, and the growing demand for women's services in the public schools of the country. In the West the opening of colleges and uni-

versities to women went on without much comment or agitation, but conservative sentiment in the East was somewhat excited over the question as is indicated by its public discussion in the press and on the platform and by numerous publications, pro and con, which are referred to in the chapter under review. Doctor Clarke's *Sex and Education*, published in 1873, was the first important contribution to the discussion from the medical standpoint. His objections to coeducation have lost force by reason of the special adjustments to individual conditions which have become a marked feature of school and college life since his book was published. These adjustments, while equally beneficial to both sexes, are largely the outcome of the presence of women both as students and teachers. The discussion which Doctor Clarke's work excited led also to the first systematic endeavor to collect statistics showing the effect of higher education upon the health of women students; it drew forth also important testimony as to the results of coeducation from college presidents, principals of high schools, and public school superintendents of wide experience in the matter. The literature thus accumulated between 1870 and 1875 foreshadowed all subsequent discussions of the subject.

The policy of coeducation, as already stated, was well established in this country by 1870. Since that date its history up to a very recent period has been one of uninterrupted progress. This progress is impressively shown by the detailed statistics presented in Chapter XX pertaining (1) to high schools; (2) to colleges and universities.

The 6,292 high schools reported to the Bureau of Education in 1902, enrolled 550,611 pupils (226,914 boys, 323,697 girls), and of this number 95 per cent, or a total of 523,344 pupils (215,944 boys, 307,400 girls), were in coeducational schools.

By reference to statistics, page 1001, it will be seen that the few instances of separate high schools for boys and girls are found for the most part in cities situated on the eastern border of the country and that even here they form exceptions to the general practice in their own States.

The statistics show, further, that the public high schools prepare the great majority of pupils who enter higher institutions. In 1902 the public high schools reported 58,691 students preparing for college (30,704 boys, 27,987 girls), against 25,574 in private high schools and academies, or a proportion of $2\frac{1}{3}$ to 1. Considering the graduating classes alone, the numbers were, respectively, 21,018 and 5,141, or a proportion of 4 to 1, indicating that the public high schools retain a larger proportion of this class of students to the end of the course than the private schools.

The increase of scholastic relations has greatly increased the influence of the high schools upon the universities, and undoubtedly explains in part the rapid spread of coeducation in the higher institutions. Indeed,

as stated in the chapter, both on account of the phenomenal increase in the number of high schools, the expansion of their curriculums, and their public support, it is safe to assume that a policy adopted by an overwhelming majority of these schools can not be excluded from the higher institutions, which are so largely recruited from them.

The tables relative to colleges and universities (pp. 1064-1066) show at a glance the rapid increase in the number of coeducational institutions and the number of women students in them. In 1873 the number of coeducational colleges reporting to the Bureau of Education was 97 and the number of women students enrolled in their collegiate departments was 1,923; in 1902 the number of coeducational colleges had increased to 330 and the number of women students to 21,151. At the earlier date the coeducational colleges formed 30.5 per cent of the total number of colleges open to men only or to men and women; in 1902, 71 per cent. The ratio of women students to the total number of undergraduates was 7.7 per cent in 1873; in 1902 it was 24.7 per cent. Statistics given on page 1066 show that this increase in the proportion of women students was accompanied by an absolute increase in the number of men students in the colleges admitting both sexes.

Among many interesting facts brought out by the detailed statistics is that of the increase in the number of coeducational colleges in the North Atlantic division of the country from 13 in 1873 to 37 in 1902, and the increase in the number of women students in the same from 242 in 1873 to 2,629 in 1902.

It is significant also that the coeducational institutions include many of the largest and most richly endowed universities of the country. Of 18 universities in the country which report each more than 900 undergraduate students, 12 are coeducational; and of 15 institutions having each over \$2,000,000 productive funds, 7 are included in the same list.

It is noticeable further that while there were few additions to the number of coeducational colleges and universities in the decade 1890-1900, there was during that period a marvelous expansion in the State universities of the West which, as already observed, admit both men and women (see p. 1066).

Chapter XX shows also the bearing of statistics on several questions that have recently excited much discussion. For example, it appears that the increase in the number of men in the undergraduate departments of colleges and universities during the period 1893-1902 was much greater in the coeducational institutions than in those for men only, the ratios of increase being, respectively, 38.6 per cent and 22 per cent (see p. 1066). From this showing there would seem to be little ground for the opinion sometimes expressed that men students are generally opposed to the presence of women in the college classes.

It is also frequently asserted that a segregation of students by sex is taking place in coeducational institutions through the students'

choice of studies. It is true that in the case of the few institutions which give the scholastic classification of their students there is found to be an excess of women students in certain courses of study and of men students in others; but it is equally evident that the choice is determined not by sex, but by the practical consideration of careers that may be followed after graduation. This view is emphasized also by the fact that of the two most largely attended special courses of study organized in universities, pedagogy shows 67 per cent of women, against 33 per cent of men students, and commercial courses 49 per cent of women, against 51 per cent of men. On the whole, it does not appear from the data presented that the separation of men and women students through their respective choice of studies is so decided as to greatly affect the organization of the typical college courses or to be a disturbing influence even in the arrangement of special courses. There are, moreover, indications that the tendency to early specialization in the college course is giving way to the demand for a more unified course of general education while, at the same time, the careers open to educated women are increasing; these two movements must tend to equalize the proportion of men and women in the culture studies as distinguished from those of immediate utility.

The admission of women to the same professional schools as men rests upon different grounds from their admission to general courses of study, and the opposition to this action has not only been much more extreme, but at times there has been a manifest disposition to hinder the opening of separate professional schools for women. For this reason, as stated in the chapter, "professional training for women, whether offered in separate schools or in the same schools with men, is an index of the growth of liberal sentiments in our country rather than, like coeducation in colleges, the outcome of democratic impulses." All orders of professional training are now open to women, and the number availing themselves of the provision increases. They form, however, only a very small percentage of the whole body of professional students; in medicine, for example, which was the first profession to which women aspired, and which leads all others in the number of women students, they form only $3\frac{1}{2}$ per cent of the total student body (see p. 1072).

The policy of coeducation derives, also, new force from its steady advance in Europe as the old feudal forms of society pass away. From statistics given in Chapter XX it appears that there are at present 86 universities in Europe to which women are freely admitted, and 26 universities in which they are admitted by special permission to certain lectures and, in some cases also, to examinations.

The Catholic parochial schools of the United States.—In Chapter XXI, pp. 1079–1101, Rev. Morgan M. Sheedy, rector of St. John's Pro-Cathedral, Altoona, Pa., treats of the development of the system

of Catholic parochial schools in this country, their character, methods, and aims. These schools, like all schools under private control, are maintained by voluntary contributions without any aid from public funds, at an estimated annual cost of from \$20,000,000 to \$25,000,000. A private educational system that has reached the proportions indicated by an expenditure of this magnitude may be expected to have developed, to a greater or less extent, methods in school administration, instruction, and management peculiar to itself, a study of which should afford useful suggestions, and perhaps contribute toward the solution of questions now engaging the attention of school officials and teachers.

The writer gives the reasons for his conviction that the Catholic school system is a permanent feature of American education: its success, in the face of many obstacles, and in competition with the generously supported public schools, he rightly attributes largely to the devotion and self-sacrifice of the thousands of men and women, for the most part members of the teaching orders of the church, who have consecrated their lives to the service in which they are engaged. "The parochial school teacher devotes his whole life to teaching," and thereby stands in a different relation to his work from one who takes up teaching as a temporary makeshift. The child's future welfare is stated to be the first and great consideration of the Catholic teacher; moreover, increasing care is taken, as is the case with the public schools, that no teacher is employed who is not duly qualified as regards scholarship and professional attainments. In most dioceses there are teachers' examining boards, and in all the novitiates of the religious teaching communities normal schools exist, though many of these do not as yet have a model or practice school connected with them.

A great advance is noted in the matter of parochial school buildings and material equipment. Where formerly a plain and modest structure or the basement of a church served for a schoolhouse in the large towns and cities, a substantial, perhaps imposing, school edifice is now frequently to be met with. The Catholic school authorities fully appreciate the importance of healthful and attractive buildings, Mr. Sheedy says, with approved hygienic and sanitary arrangements.

The management of the school rests ultimately with the rector of the parish. He is aided by a committee of competent laymen, who visit the schools at least once a week and supervise the instruction; once a month, usually, they meet in conference with the rector. The larger schools, of 300 pupils and over, have generally a supervising principal. Specimens of weekly and monthly reports are given, and of school regulations; also the daily programme of exercises of a typical school of eight grades (pp. 1092-1094). The course of study of the third and eighth grades is given in detail, showing the topics covered in the different branches (pp. 1094-1095). Special attention is given to United States history, and a spirit of patriotism is inculcated.

Some of the dioceses have a diocesan superintendent, a priest well versed in educational matters and set apart by the bishop especially for this work. He is relieved of other duties and devotes his whole time to supervision of the schools. He makes regular visits, holds examinations, and makes an annual report. In the opinion of Mr. Sheedy, this official has been a powerful factor in the recent great progress made by the parochial schools. According to the most available sources of information these schools now enroll 967,518 pupils; to this number should be added 14,127 in boys' secondary schools, 20,874 in girls' secondary schools, and 4,010 receiving higher education, making a total of 1,006,529.

A computation is made showing that the proportion of the Catholic population enrolled in the Catholic schools and colleges of the different grades ranges from one-third to one-half the proportion of the total population enrolled in the schools or colleges of corresponding grades in the country at large. The Catholic schools have not as yet, in the opinion of Mr. Sheedy, succeeded in gathering in their full quota of pupils. To what extent this is due to Catholic children attending public or other non-Catholic schools, and to what extent to their not attending any school at all, can not be ascertained. It is the aim of the Catholic authorities to strengthen their high schools for boys and take other steps to institute a "thoroughly coordinated system of Catholic schools, embracing parochial school, high school, college, and university, with an enrollment including practically the whole of the Catholic school population."

Education in Alaska.—Chapter XLV (pp. 2365–2384) reports the condition and number of reindeer in Alaska for the year ending 1903. The following Table 1 shows the increase from 1892, the first year that a regular herd of reindeer was established in Alaska, down to 1904.^a There were nine successful importations of deer from Siberia, bringing an aggregate of 1,280 in all. It will be seen that (in October) in 1892 the number surviving from the first importation was 143, and in 1904 the number reported in all the herds was 8,189.

The matter of the introduction of reindeer had been brought to my attention in the fall of 1890 by Doctor Jackson on his return from his annual visit to Alaska. He reported that year an increased mortality among the natives due to starvation. The white hunters had driven away the game or destroyed it, especially the caribou and the walrus. The white fishermen had taken with nets the salmon from the rivers. The food of the population was diminishing from year to year, and it threatened with extinction the tribes of Eskimos and Indians, who numbered some 40,000 in the whole Territory of Alaska. Doctor Jackson mentioned that Captain Healy believed that reindeer ought to

^a At the time this report goes to press I have received the figures for the year 1904 as well as for the year 1903.

be imported from Siberia and introduced among the Alaska natives. I followed up the subject and ascertained what was then new to me, the fact that the natives of eastern Siberia kept large droves of reindeer, which furnished subsistence to those people even to a greater extent than was the case in Lapland. Captain Healy's idea struck me favorably. I saw in it the possibility of elevating the natives of Alaska from the status of hunters and fishermen to the status of herds-men. The entire country of Alaska, excepting the river valleys and the southern coast region, bore in large quantities the kind of moss that furnishes the best food for the reindeer. I accordingly placed in the estimates for the year 1891 a request for an appropriation on the part of Congress of a sum for the purchase of reindeer. The appropriation, however, was not granted by Congress for that year. As I grew more interested in the plan it occurred to me that it would be possible to obtain money from benevolent persons who were in the habit of making donations for the Alaska cause from year to year, and I urged on Doctor Jackson to appeal to the friends of missionary education for a preliminary sum, so that we could begin the experiment at once. The call was generously met, and the sum of \$2,146 was contributed for the purchase of reindeer."

"Doctor Jackson made an appeal in the Mail and Express, of New York City; the Boston Transcript; the Philadelphia Ledger; the Chicago Inter Ocean; and the Washington Evening Star, as well as in a number of leading religious newspapers of the several denominations, for contributions to this object. The response was prompt and generous, and \$2,146 were received. The list of contributors was as follows:

1891.		
May 15.	Miss H. S. Benson, Philadelphia	\$200.00
	John N. Brown, Providence, R. I.	200.00
	Jane N. Grew, Boston	30.00
	Mary P. Gardner, New York	10.50
	Sarah B. Reynolds, Kingston, N. Y.	10.00
	Mrs. H. B. Otis, Roxbury, Mass.	10.00
	M. A. and S. H. Foster, Portsmouth, N. H.	10.00
June 10.	Boston Transcript, from various persons	289.00
	E. G. Read, Somerville, N. J.	10.00
	Effe V. V. Knox, New York	10.00
	Mrs. N. Williamson, Brunswick, N. J.	10.00
	E. E. B., 140 Lanvale street, Baltimore, Md.	1.00
	Helen B. French, Beloit, Wis.	10.00
	Mary Ellen Smith, Philadelphia, Pa.	10.00
	Judge E. R. Hoar, Concord, Mass.	10.00
	C. H. Barstow, Crow Agency, Mont.	15.00
	M. E. D., per Boston Transcript	1.00
	A. F. Allyn, Chelsea, Mass.	1.00
	R. P. Wainwright, Asheville, N. C.	10.00
	M. A. Haven and Annie W. Davis, Portsmouth, N. H.	10.00
	Mary Hemenway, Boston, Mass.	100.00
	The Mail and Express	500.00
	Mrs. William Thaw	50.00
	Five children in one family, one reindeer each	50.00
	Mrs. F. L. Achey	20.00
	M. E. P.	50.00
	The young ladies of Rye Seminary, Rye, N. Y.	50.00
	Mary L. Parsons	20.00
	Y. P. S. C. E., Reformed Church, Mount Vernon	13.65
	Three ladies of East Orange, N. J.	12.00

Captain Healy, of the revenue cutter *Bear*, who, through the courtesy of the Treasury Department, had for many years taken Doctor Jackson out on his annual trip to Alaska, in the summer of 1891 passed through Bering Straits and visited the northern coast of Siberia for 400 miles, more or less, making landings at various places and completing a preliminary purchase of 16 reindeer. It had been

1891.		
June 10.	G. K. Harroun	\$10.00
	Mr. and Mrs. H. G. Ludlow	20.00
	Mrs. R. C. Crane	10.00
	Mrs. Edwin G. Benedict	10.00
	Mrs. M. C. Cobb	10.00
	E. M. Chadwick	10.00
	Augusta Moore	10.00
	Rev. Wm. T. Doubleday	10.00
	E. M. Eames	10.00
	Chas. H. Wells	10.00
	A. R. Slingusard	10.00
	Mr. and Mrs. James M. Ham	20.00
	Mrs. Robert I. Brown	10.00
	William Rust	10.00
	Mrs. Levi S. Gates	10.00
	Bethlehem Chapel Mission School	10.00
	Mrs. Richard L. Allen	10.00
	Miss M. I. Allen	10.00
	E. Holman	10.00
	C. and family, East Orange, N. J.	10.00
	J. Van Santwood	5.00
	James F. E. Little	5.00
	Frederick W. Stoneback	5.00
	J. H. Charles	5.00
	V. Thompson	5.00
	W. T. Bliss	5.00
	Howard Wilson	5.00
	G. H. Fleming	5.00
	W. S. Quigley	5.00
	J. Lantz	5.00
	From friends	2.00
	Mrs. L. E. Hastings	1.20
	A. E. Barnes	1.00
	Amelia J. Burt	1.00
	W. A. Deering	5.00
	L. F. Golding	5.00
	J. A. Hennessy	5.00
	R. H. Stoddard	5.00
	William R. Worrall	5.00
	H. W. Dourmett	5.05
	Betty Deming (a child)	10.00
	John Deming (a child)	10.00
	Anonymous	10.00
	Little Lights Society	5.00
	Mrs. Edmund T. Lukens	5.00
	W. S.	5.00
	Cuttenden Hull, A.	10.00
	Mrs. Clinton B. Fisk	10.00
	W. U. A.	20.00
	Thomas Harrington	10.00
	E.	10.00
June 18.	Mrs. Debbie H. Parker, Charlottesville, Ind.	5.00
	Gen. E. Whittlesey, Washington, D. C.	10.00
1892.		
Feb.	1. Miss Mary Burroughs, Philadelphia, Pa.	5.00
	11. A. D. Simpson, Christiansburg, Va.	10.00
Total		2,146.40

currently reported, first, that the reindeer could not be purchased from the natives, and, secondly, that if purchased they could not survive a sea voyage, and the first 16 reindeer purchased in 1891 were in the way of an experiment to ascertain the truth of these rumors. The reindeer were purchased by barter, and were turned loose on one of the Aleutian islands, having survived the trip in good condition. There was no attempt made to herd and keep in our possession the 16 deer thus purchased, but the following year the remaining portion of the sum (\$2,146) contributed for the purchase of deer was used to complete the purchase of a herd of 171 deer, which were secured in the summer of 1892 and placed at Teller Station, near Cape Prince of Wales, under regular herdsmen obtained from Siberia, and a number of native apprentices were placed with this herd in order that their instruction as herders and teamsters might begin. The steady increase of the deer from year to year for thirteen years (shown in Table 1) proves the final success of the experiment.

TABLE 1.—*Increase from 1892 to 1904.*

Year.	Imported from Siberia.	Total in herd.	Year.	Imported from Siberia.	Total in herd.
1892.....	171	143	1900.....	29	2,692
1893.....	124	323	1901.....	200	3,464
1894.....	120	492	1902.....	30	4,795
1895.....	123	743	1903.....		6,282
1896.....		1,000	1904.....		8,189
1897.....		1,132			
1898.....	161	1,733			
1899.....	322	2,394	Total.....	1,280	.....

Table 2 shows the increase by fawns surviving at the close of each year. The fawns are born in the spring and naturally there is some mortality, but Table 2 shows how great the success has been in increasing the herd. The number brought over from the previous year, added to the number of fawns surviving, makes up the total of the herd for the year, and it will be seen that the twelve years of increase give 10,267 as the number of fawns that have been born in Alaska from the original importations and their descendants. For eight or nine years the importations were small from Siberia, and the increase by fawns seemed slow enough, but from year to year (as is shown in the second column of Table 2) the quota has become more numerous, and in 1901 the number of fawns born in the spring and surviving numbered more than 1,000. The subsequent years the surviving fawns numbered 1,654 in 1902, 1,877 in 1903, and 2,284 in 1904. The smallest per cent of increase for any year was 32 per cent, and the largest per cent of increase was 56. It is perfectly safe to predict from the inspection of the annual per cent of increase the doubling of the herd every three years. At this rate in 1907 there should be upward of 16,000 in the herd; by 1910, 32,000, and by 1916 the number should exceed 100,000 deer.

The capacity of the immense Territory of Alaska, containing upward of 600,000 square miles, of which more than three-fourths are moss-bearing pastures, has been estimated as equal to the support of ten millions of reindeer, comparing the size of the moss-bearing pastures of Alaska with those of Finland and Lapland.

TABLE 2.—*Increase of fawns, 1893 to 1904.*

Year.	Balance from previous year.	Fawns surviving.	Per cent of increase of herds by fawns.
1893.....	143	79	55
1894.....	323	145	44
1895.....	492	276	56
1896.....	743	357	49
1897.....	1,000	466	46
1898.....	1,132	625	55
1899.....	1,733	638	37
1900.....	2,394	756	32
1901.....	2,692	1,110	41
1902.....	3,464	1,654	48
1903.....	4,795	1,877	40
1904.....	6,282	2,284	36
Total fawns surviving.....		10,267	

The apprentice contract, by which the natives enter upon the work as assistants of the herders, obliges those herders and natives to whom deer have been granted in payment of wages, or managers at the school stations who have obtained the loans of small herds for a stated period of time, to use only male reindeer for the requirements of food and to preserve in the herd all of the female reindeer.

Table 3 shows the loss to the herd from year to year either by butchering, or death by accident or disease.

TABLE 3.—*Number of reindeer sold, butchered, or died, 1892 to 1904.*

1892.....	28	1899.....	299
1893.....	23	1900.....	487
1894.....	96	1901.....	538
1895.....	148	1902.....	353
1896.....	100	1903.....	290
1897.....	" 334	1904.....	377
1898.....	185		

Table 4 shows the sex of the old deer in the herds and also of the fawns born in 1904. This table gives the needed evidence that the female deer are more numerous than the male deer and that there is a large stock of male deer remaining in each herd. A certain number of the male deer are trained to harness, and each apprentice is required to learn the art of using the reindeer in harness, as well as the art of herding. There are 10 stations named in Table 4, and it is seen that 3 of the stations have each an aggregate of more than 1,000 deer, and that 3 other stations have very nearly 1,000.

^aTwo hundred and forty-six of these deer were killed in the relief expedition to the whalers at Point Barrow.

TABLE 4.—*Showing sex of reindeer in herds, 1904.*

Station.	Adults.			Fawns, 1904.			Total at station.
	Male.	Female.	Total.	Male.	Female.	Total.	
Barrow							598
Kotzebue			482	112	120	232	714
Wales	402	717	1,119	198	171	369	1,488
Gambell	60	87	147			65	212
Teller	225	469	694	192	187	379	1,073
Golofnin	257	382	639			285	924
Unalakleet	297	403	700	145	139	284	984
Eaton	249	388	637	157	140	297	934
Nulato			150			66	216
Bethel	280	459	739	152	155	307	1,046
Total	1,770	2,905	5,307	956	912	2,284	8,199

In order systematically and judiciously to distribute the reindeer among the Alaskan natives and prepare them for ownership, promising young men are selected by the local school-teachers and encouraged to become apprentices for a period of five years in learning the care and management of the reindeer.

The young men so selected are fed and clothed for the five years at the expense either of the Government or of some local society engaged in the education and civilization of the Eskimo, to which a herd of reindeer has been loaned. They are also placed in training under Lapp or Finn teachers, provided by the Government, who are skilled in all branches of reindeer management.

If, after two years, the apprentice shows a desire to continue his training, and an aptitude for the same, as an encouragement during the third year he is loaned 2 female deer which, with their annual increase by fawns, he may call his own. This is also repeated at the close of the fourth and fifth year of the apprenticeship, when his herd should have increased to 14.

If at the close of the five years' apprenticeship the young man has been faithful and developed skill in the management of the reindeer, he is further loaned a sufficient number of deer which, added to the 6 loaned him during his apprenticeship and the offspring of the same, will altogether make a herd of 50. With the loan of these 50 deer the young Eskimo makes a start at self-support.

In order, however, to form and strengthen in him the reindeer habit, he remains for twenty years under the careful supervision of the reindeer superintendent in his locality. During these twenty years, for the support of his family, he is allowed, upon the written permission of the superintendent, to sell his surplus males. If during the twenty years he should become dissipated or neglect his herd, it is forfeited to the United States.

At the end of the twenty years' probation, if he has done well, the 50 reindeer loaned him and all their increase are to become his private property.

These Eskimo herders in turn are required to take and themselves train other apprentices, and in time a large number of the natives will have a comfortable support from the reindeer.

Table 5 gives a list of the reindeer stations and the number of Government deer loaned and the date when due or when returned.

TABLE 5.—*Reindeer loaned.*

Station.	Number loaned.	When loaned.	When due.
Wales (Congregational).....	118	August, 1894.....	Gift.
Golofnin Bay (Swedish Lutheran).....	50	January 16, 1896.....	Returned.
Tanana (Episcopal).....	50	do.....	Do.
Nils Klemetsen.....	100	July 1, 1902.....	July 30, 1907.
Barrow (Presbyterian).....	100	September, 1898.....	Returned.
Gambell, St. Lawrence Island (Presbyterian).....	70	July, 1900.....	June 30, 1905.
Teller (Norwegian Lutheran).....	100	September 1, 1900.....	August 31, 1905.
Nulato (Roman Catholic).....	100	March, 1901.....	March, 1906.
Bethel (Moravian).....	88	February 26, 1901.....	February, 1906.
Nils Persen Sara.....	100	July, 1901.....	June 30, 1906.
Carmel (Moravian).....	88	February 26, 1901.....	February, 1906.
Per M. Spein.....	100	July, 1901.....	June, 1906.
Kotzebue (Friends).....	95	September 2, 1901.....	September 30, 1906.
Alfred S. Nilima.....	99	July, 1901.....	June 30, 1906.
Unalaklik (Swedish Lutheran).....	100	July 1, 1903.....	June 30, 1908.
Ole O. Bahr.....	100	July 1, 1901.....	June 30, 1906.

Table 6 shows the number belonging to the Government. In the first column is the number loaned (in the possession of parties), but due to the Government upon the expiration of the terms for which they have severally been loaned. The second column shows the number of deer in the herds and under the direct control of the Government. There are 2,321 owned by the Government, and 3,564 owned by the educational societies and apprentices and herders who are teachers.

TABLE 6.—*Deer belonging to the Government.*

Station.	Number loaned.	Number under direct control.	Total.
Barrow.....	.....	95	95
Kotzebue.....	194	.....	194
Wales.....	.....	160	160
Gambell.....	70	.....	70
Teller.....	100	408	508
Golofnin.....	100	21	121
Unalaklik.....	100	412	512
Eaton.....	100	63	163
Nulato.....	100	.....	100
Bethel.....	153	22	210
Carmel.....	188	.....	188
Total.....	1, 140	1, 181	2, 321

Table 7 shows in the third column the number owned by the apprentices and herders.

TABLE 7.—*Ownership of reindeer.*

Station.	Government.	Station.	Apprentices and herders.	Total.
Barrow.....	95	29	119	243
Wainwright.....	.....	.....	220	220
Hope.....	.....	.....	135	135
Kotzebue.....	194	144	^a 376	714
Wales.....	160	939	389	1, 488
Gambell.....	70	84	58	212
Teller.....	508	214	351	1, 073
Golofnin.....	121	370	433	924
Unalaklik.....	512	.....	472	984
Eaton.....	163	126	645	934
Nulato.....	100	116	.....	216
Bethel.....	398	282	366	1, 046
Total.....	2, 321	2, 304	3, 564	8, 189

^a Eleven of these are sled deer owned by white miners.

On pages 2369-2371 the tables show, station by station, the names of the apprentices and the number of deer which they have acquired in accordance with the rules above given. The summary on page 2371 shows that there are 68 Eskimos owning in the aggregate 2,841 deer, but there are 61 apprentices that have not yet acquired the ownership of deer under the rules. The apprentice must show by his persistence and good judgment, continued for years, that he can be intrusted with deer.

The first teachers for the Eskimo apprentices were natives of Siberia, but as they were very little advanced in civilization above the Eskimos it was considered advisable to send to Norway for skilled Lapland herders for the reindeer. There being no public fund available to meet the expense of sending an agent to Norway to select and secure these herders, recourse was again had by the general agent of education, Doctor Jackson, to the private benefaction of friends of the enterprise, and \$1,000 were secured.^a

How can the natives of Alaska be made valuable helpers and assistants in the development of the country by white men now there engaged in mining, and in doing so provide a good support for themselves and families?

Any successful method of accomplishing such desirable results must keep clearly in view the aim to prepare the natives to become a help to the immigrants who come from the States for the purpose of conducting mining operations. There are two things which the native may be taught to do which will enable him to help the immigrant: First, he may be taught how to create a supply of cheap food and clothing suitable to the arctic climate; second, he may be taught how to supply a cheap transportation by means of reindeer. It is known that in the river valleys certain garden vegetables may be produced in large quantities, even up to the Arctic Circle and for 50 miles beyond it.

The experience of the past twelve years has proved that he can also become skillful in raising reindeer for food. With the gradual disappearance of the caribou and moose in sections of Alaska, and the difficulty and expense of bringing beef and mutton from the States to the inland mining camps, it is of great importance that the Eskimo be trained to raise reindeer with which to supply the immigrant miner with fresh meat.

The Eskimo has always been skillful in driving dogs, and now, under instruction, he is proving equally skillful in driving reindeer, and upon various occasions, when the opportunity has offered, has invariably demonstrated his ability to successfully transport with reindeer mails, freight, and passengers between mining camps.

^a The contributors to this fund were Mrs. William Thaw, of Pittsburg, \$350; Mrs. Elliott F. Shepard, New York, \$250; Miss Mary L. Kennedy, New York, \$200; Mr. John Nicholas Brown, Providence, R. I., \$100; Mr. H. O. Houghton, Boston, \$50, and Mrs. Helen Sinclair Robinson, of the Hawaiian Islands, \$50; making in all, \$1,000.

When the native has thus become useful to the white man by supplying the markets with fish and fresh meat, and when he has become herdsman and teamster with reindeer, he has not only assisted the white man in solving the problem of turning to the use of civilization the vast territory of Alaska, but he has also solved his own problem. If useful to the white man as a self-respecting and industrious citizen, he has become a permanent stay and prop to civilization, and his future is provided for.

The reindeer will prove equally important to the white man who may seek a home or engage in business in subarctic Alaska.

In the development of the rich mineral resources of that region the miner will find the reindeer and the Eskimo herder and teamster the connecting link between himself and the resources of nature—for his comfort and for his profit.

The ordinary white man is unwilling to undergo the drudgery of herding in that rigorous climate, and unwilling to work for the small compensation that is paid for such services. He can do better. His directive ability can be more profitably employed as merchant and manager of transportation, in employing and directing the trained Eskimo herders and teamsters.

With the increase of domestic reindeer in Alaska it will become possible for white men to own large herds, but the men that will do the herding and teaming will always be Eskimos, Laplanders, and Finlanders.

Thus the Eskimo, trained as herder or teamster, will prove valuable to the white man, and the white man in turn, as director and employer, will be valuable to the native.

As the reindeer is the only draft animal in arctic regions that is able to secure its own food while on a journey, the question of cheapness and speed will bring it into universal use.

They will carry passengers, mails, and freight between the mining camps and the trunk railways that will yet penetrate Alaska.

Now, the object of the reindeer enterprise is to convert the nomadic tribes of fishers and hunters in northwestern and central Alaska into raisers of reindeer; to change their occupation from the precarious pursuits of hunting wild animals and of taking fish from the waters of inland rivers to that of herders and teamsters; to elevate a people who in their wild, uncivilized state are the prey of unscrupulous, transient immigrants into a self-supporting race, not enemies, but friendly allies and auxiliaries of the white man.

Young Eskimo men are selected and placed in these schools for a period of five years under skillful Finn or Lapp instructors, who drill them in the business. The apprentice during his five years of training is supported and clothed either by the Government, the mission station, or a herder, according as he is employed by one or the other of

these parties. In addition to food and clothing, he is allowed the loan of two female deer per year, upon which he may place his mark, and consider the herd as his private property, subject to Government control with reference to slaughter and sale. After the close of the second year of apprenticeship these deer are retained in the general herd under the care of an experienced Lapp or Finn and under the supervision of the mission station with which the herder is connected. This general supervision extends for twenty years. This extended period of tutelage is to create in the young Eskimos thrift and the reindeer habit—to teach them to preserve and accumulate their herds, to keep them in groups for self-protection, encouragement, and emulation, and to exercise a paternal oversight over them in their new civilization.

If, however, during this period of twenty years the herder indulges in a protracted season of intemperance, abandons or otherwise fails to care for the herd, the Government is at liberty to dispossess him of its loan and the increase thereof and reloans the same to other parties who may give evidence of making a better use of the loan. This works no injustice to the individual herder, as the herder during the five years of his apprenticeship has had from the Government or missionary station regular food and substantial clothing, far better than he would have had if he had remained away from the herd. The same is true after the years of his apprenticeship are ended—he will continue to receive food and clothing from his herd instead of the Government. When an apprentice becomes a herder he is expected to secure the support of himself and family by the sale of surplus male deer to butchers and miners, and expected to train some other apprentice. In most cases this subapprentice is some member of the herder's family.

The reindeer are held by their owners subject to the conditions of a written agreement with the United States, which prevents the slaughter of the female deer for meat and the sale of female deer to any other party than the Government, and insures the instruction of apprentices in the arts of training and breaking the deer to harness. Surplus male deer are allowed to be sold to miners or others for meat or transportation purposes.

Number of apprentices, with their holdings.

Station.	When established.	Total deer, 1904.	Number of apprentices.	Number of deer owned by apprentices.
Teller	1892	1, 073	5	351
Wales	1894	1, 488	9	389
Golofnin	1896	924	9	310
Unalakleet	1897	984	5	292
Barrow	1898	598	10	474
Gambell	1900	212	4	58
Bethel	1901	546	2	21
Carmel	1901	500	2	20
Kotzebue	1901	714	6	219
Nulato	1901	216	3	.....
Eaton	1902	934	10	645
Total		8, 189	65	2, 779

New reindeer stations established.—In view of the failure of the annual mail and food supply to reach Barrow in the fall of 1903, it was decided to establish an additional reindeer station at the southern edge of the summer ice fields on the arctic coast, and Wainwright Inlet was selected.

Three Eskimo herders at Point Barrow, with a total of 220 reindeer, have been sent to stock the new station. Building material was also forwarded for a new reindeer station to be established in the neighborhood of Hope (Kivilenya River), midway between Bering Strait and Point Barrow. Two apprentices, with 135 deer, have been sent to open this station.

With the rapid increase of the herds arrangements have been consummated for the establishment of two additional central stations—the one at Bettles, in the interior of Alaska, north of the Arctic Circle, on the Koyukuk, the great northern tributary of the Yukon River, 720 miles to the eastward of Nome, and the other at Copper Center, about 105 miles north of Valdez, on Prince William Sound.

Libraries in the United States.—The subject of libraries will be found treated at considerable length in Chapter XVIII (pp. 759–1017). The statistics were collected in the latter part of the year 1903. They show that there are in the United States 6,869 public, society, and school libraries having each 1,000 or more volumes, the same being an increase of 1,486 in the number of libraries since 1900. The 6,869 libraries have an aggregate of 54,419,002 volumes, an increase of 9,827,151 volumes, or 22 per cent, since 1900.

The North Atlantic division of States has 3,006 of the 6,869 public, society, and school libraries of the United States, and 27,805,980 of the 54,414,002 bound volumes, also 5,281,714 of the 9,314,913 unbound pamphlets reported.

The number of libraries supported by public taxation or appropriations is 3,148.

Statistics of libraries have been collected by this Office in the years 1875, 1885, 1891, 1896, 1900, and 1903. Table 11 (on page 775) is historical, showing the number of libraries and the number of inhabitants per library for each of the years mentioned.

In 1875 each library supplied an average of 21,432 persons, while in 1903 there was a library to every 11,632 persons, showing that the number of libraries had increased twice as rapidly as the population.

Table 12 (page 776) is also historical, showing the aggregate number of volumes and the number to each 100 persons in the years mentioned. The increase in volumes in twenty-eight years, considered in relation to the growth in population, has been at even a greater rate than the increase in number of libraries. In 1875 the libraries had 11,487,778 volumes, or 26 to the 100 persons of the population, while in 1903, thirty-three years later, there were 54,419,002 volumes, or 68 to the 100

persons. While the population increased 83 per cent in twenty-eight years, the number of books accessible to the people increased 374 per cent.

The stimulus given to library development by the benefactions of Mr. Andrew Carnegie is recognized in this rapid increase by every one interested in the subject. There are in the United States nearly a thousand libraries which owe their existence in the main or in some part to the gifts of Mr. Carnegie.^a

Normal schools (Chapter XXXVI, pp. 1753-1811).—The number of students pursuing teachers' training courses in the several classes of institutions for the year 1902-3 was 88,003. This was a decrease of 6,143 from the number reported for the preceding year, although there was an increase of 23 in the number of institutions reporting. In all public institutions there were 58,837 normal students, 49,175 of these being in public normal schools. In all private institutions there were 29,166 normal students, 14,939 of these being in private normal schools. Private universities and colleges alone show an increase in the enrollment of normal students over the preceding year. The following table shows the number and classes of institutions offering professional instruction to teachers and the number of normal students in each class for the last four years:

	1889-90.				1902-3.			
	Schools.	In-struct-ors.	Normal stu-dents.	Normal gradu-ates.	Schools.	In-struct-ors.	Normal stu-dents.	Normal gradu-ates.
Public normal schools	135	1,182	26,917	4,413	177	2,597	49,175	8,782
Private normal schools	43	274	7,897	824	109	790	14,939	1,145
Total	178	1,456	34,814	5,237	286	3,387	64,114	9,927

^a From the Library Journal for January, 1905, page 23, I copy the following table:

State or Territory.	Number of towns with Carnegie libraries.	Number of Carnegie libraries.	State or Territory.	Number of towns with Carnegie libraries.	Number of Carnegie libraries.
Alabama	5	5	Nevada	1	1
Arizona	3	3	New Hampshire	9	9
California	30	35	New Jersey	16	18
Colorado	11	11	New Mexico	2	2
Connecticut	1	1	New York	39	119
District of Columbia	1	7	North Carolina	4	4
Florida	3	3	North Dakota	5	5
Georgia	8	9	Ohio	52	63
Idaho	3	3	Oklahoma	5	5
Illinois	53	53	Oregon	2	2
Indiana	45	45	Pennsylvania	34	70
Indian Territory	2	2	South Carolina	2	2
Iowa	51	52	South Dakota	9	9
Kansas	12	12	Texas	19	19
Kentucky	10	10	Tennessee	5	5
Louisiana	2	5	Utah	1	1
Maine	11	11	Vermont	2	2
Maryland	3	3	Virginia	3	3
Massachusetts	21	21	Washington	9	9
Michigan	29	34	West Virginia	2	2
Minnesota	28	28	Wisconsin	33	33
Missouri	15	25	Wyoming	4	4
Montana	7	7			
Nebraska	7	7			
					779

Public appropriations to public normal schools for fourteen years.

Year.	For sup- port.	For build- ings.	Year.	For sup- port.	For build- ings.
1889-90.....	\$1,312,419	\$900,533	1896-97.....	\$2,426,185	\$743,333
1890-91.....	1,285,700	409,916	1897-98.....	2,566,132	417,866
1891-92.....	1,567,082	394,635	1898-99.....	2,510,934	560,896
1892-93.....	1,452,914	816,826	1899-1900.....	2,769,003	718,507
1893-94.....	1,996,271	1,583,399	1900-1901.....	3,068,485	709,217
1894-95.....	1,917,375	1,003,933	1901-2.....	3,228,090	906,301
1895-96.....	2,187,875	1,124,831	1902-3.....	3,582,168	1,268,742

Teachers in the United States, 1902-3.

Teaching in—	Male.	Female.	Total.
State school systems ^a	117,035	332,252	449,287
Private elementary schools ^b	10,939	45,755	54,694
Private high schools and academies.....	4,013	5,433	9,446
Public normal schools.....	1,251	2,180	3,431
Private normal schools.....	661	628	1,289
Universities and colleges.....	14,611	2,159	16,770
Colleges for women.....	675	1,863	2,538
Schools of technology.....	1,458	141	1,599
Independent professional schools ^c	4,123	.....	4,123
City evening schools.....	2,153	2,973	5,126
Business schools.....	1,979	1,132	3,111
Reform schools.....	210	434	644
Schools for defectives.....	614	1,503	2,117
Government Indian schools.....	942	1,333	2,275
Indian schools (Five Civilized Tribes) ^b	318	477	795
Schools in Alaska ^b	29	44	73
Orphan asylums ^b.....	.....	600	600
Private kindergartens ^b.....	.....	4,337	4,337
Schools of art, music, etc. ^b	500	2,000	2,500
Grand total.....	161,511	403,244	564,755

^a Including public high schools.^b Estimated or partly estimated.^c Under universities and colleges are included 4,921 professors and instructors in professional departments.

Secondary schools (Chapter XXXVII, pp. 1813-2137).—The aggregate enrollment in the schools and colleges of the United States for the scholastic year ending June, 1903, was 17,539,478. In the elementary schools, public and private, the enrollment was 16,511,024. Of this number the public common schools had 15,417,148, while the estimated number in private elementary schools was 1,093,876. The first eight grades of the common school course in most of the States are known as the elementary grades, and the grades in private schools generally correspond to these. The grades from 9 to 12, inclusive, in most of the State school systems are known as the secondary or high school grades. Private high schools, academies, seminaries, and college preparatory schools maintain practically the same grades. The total enrollment in the secondary or high school grades for the year mentioned was 776,635, or 4.43 per cent of the aggregate, 17,539,478.

Students receiving secondary instruction in public and private high schools and academies and in preparatory departments of colleges and other institutions.

	1901-2.			1902-3.			Per cent of increase or decrease.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
United States.....	566,124	168,636	734,760	608,412	168,223	776,635	7.47	α 0.24	5.70
North Atlantic Division.....	184,800	53,279	238,079	198,843	51,751	250,594	7.60	α 2.87	5.26
South Atlantic Division.....	30,953	25,589	56,542	32,879	24,255	57,134	6.22	α 5.21	1.05
South Central Division.....	43,060	30,567	73,627	48,573	30,504	79,077	12.80	α 0.21	7.40
North Central Division.....	269,467	48,719	318,186	286,143	49,119	335,262	6.19	0.82	5.37
Western Division.....	37,844	10,482	48,326	41,974	12,594	54,568	10.91	20.15	12.92

α Decrease.

Since 1890 the rate of increase in the number of secondary students from year to year has been greater than the rate of increase in population. The number of secondary students in both public and private institutions in 1890 was 367,003, or about 5,900 to the million of population; in 1895 the number had increased to 539,712, or 7,900 to the million; in 1900 the number was 719,241, or 9,500 to the million, while for the year 1903 the number of secondary students aggregated 776,635, or about 9,700 to the million population, or almost 1 per cent. The enrollment of secondary students in private institutions has scarcely kept pace with the increase in population, while the enrollment in public institutions has increased more rapidly. In 1890 public secondary students constituted 0.36 per cent of the population, while in 1903 the proportion was 0.76 per cent.

There was a small decrease in the number of students preparing for college, the number being 58,140, as against 58,691 the preceding year, the percentage falling from 10.66 to 9.82. The total number of graduates was 69,991, or 11.82 per cent of the total enrollment. Of the graduates 22,887, or nearly 33 per cent, had been preparing for college.

Careful estimates have shown that about 43 per cent of the aggregate high school enrollment will be found in the first-year studies, 26 per cent in the second year, 18 per cent in the third year, and 13 per cent in the fourth-year studies. If the 592,213 public high school students were divided thus, there would be 254,652 in the first year, 153,975 in the second, 106,598 in the third, and 76,988 in the fourth year.

In the synopsis given above it is shown that 297,925, or more than half the students, were studying Latin. There were 12,033 studying Greek, or about 2 per cent of the whole number.

City school systems (Chapter XXXII, pp. 1391-1502).—This chapter contains 17 tables presenting statistics of the various classes of schools maintained in incorporated cities and towns having a population of 4,000 or over. The first nine tables relate to day schools in cities of a population of 8,000 or over; the two tables following to evening schools in the same class of cities; the next three to day schools in cities and towns having a population between 4,000 and 8,000; and the

three tables remaining to public and private kindergartens in all cities having a population of 4,000 or more. It will be noted that there are 587 cities of the first class and 589 of the second, and that these had a combined population, according to the Twelfth Census, of 28,124,407, or 37.3 per cent of the entire population.

It will be noted that the number of cities having a population of 8,000 or more has been increased by 7, and the cities and towns having a population between 4,000 and 8,000 by 130, since the last report.

Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.

	1901-2.	1902-3.	Increase.	Per cent of increase.
Number of city school systems	580	587	7	1.20
Enrollment	4,174,812	4,274,071	99,259	2.38
Aggregate number of days' attendance	591,719,445	609,200,167	17,480,722	2.95
Average daily attendance	3,159,441	3,252,257	92,816	2.94
Average length of the school term, in days	187.3	187.3	0	-----
Enrollment in private and parochial schools.....	877,210	968,002	90,792	10.35
Male supervising officers	2,492	2,663	171	6.86
Female supervising officers	2,533	2,716	183	7.22
Whole number of supervising officers	5,025	5,379	354	7.04
Number of male teachers	6,969	7,280	311	4.46
Number of female teachers	83,775	86,856	3,081	3.68
Whole number of teachers	90,744	94,136	3,392	3.74
Number of buildings	9,512	9,853	341	3.58
Number of seats	3,938,001	4,095,447	157,446	4.00
Value of school property	\$356,986,076	\$380,437,679	\$23,451,603	6.57
Expenditure for tuition	\$66,561,505	\$70,252,274	\$3,690,769	5.39
Total expenditure	\$111,159,665	\$122,353,007	\$11,193,342	10.07

Charts exhibited by the Bureau at St. Louis.—Chapter XXIII (pp. 1137-1184) presents the statistics contained on the wall charts of the exhibit of the Bureau at the Louisiana Purchase Exposition in St. Louis. Most of the charts included comparative statistics extending over different epochs. Among them were the following:

Benefactions to different classes of institutions during the year 1902.

Class of institutions.	Amount.	Class of institutions.	Amount.
Universities and colleges for men and for both sexes.....	\$14,840,629	Schools of law	\$52,859
Colleges for women	1,466,680	Schools of medicine	161,573
Minor colleges and seminaries for women.....	305,845	Public normal schools.....	150,420
Schools of technology	426,783	Private normal schools.....	550,916
Schools of theology	1,269,433	Public high schools	142,936
		Private high schools.....	980,635

LAND-GRANT COLLEGES.

The following table shows the increase of these institutions from 1865 to 1903:

Colleges of agriculture and the mechanic arts endowed by national land grants—Increase in institutions, professors, and students.

Year.	Institutions.	Professors.	Collegiate and graduate students.	Year.	Institutions.	Professors.	Collegiate and graduate students.
1865	3	20	226	1890	45	947	12,517
1870	21	144	2,049	1895	51	1,334	13,896
1875	39	415	3,703	1900	65	2,221	18,066
1880	41	492	6,039	1903	65	2,237	19,106
1885	43	743	6,765				

PROFESSIONAL EDUCATION IN THE UNITED STATES.

The following tables show the sex of students in the various professional schools, and the number of students at three different epochs from 1880 to 1902:

Sex of students in professional and allied schools, 1902.

Class of schools.	Male.		Female.	
	Number.	Per cent.	Number.	Per cent.
Theology	7, 235	98. 5	108	1. 5
Law	13, 747	98. 7	165	1. 3
Medicine (all classes)	25, 644	95. 6	1, 177	4. 4
Medicine, regular	23, 558	96. 3	889	3. 7
Medicine, homeopathic	1, 330	55. 7	221	14. 3
Dentistry	8, 258	98. 1	162	1. 9
Pharmacy	4, 209	97. 1	218	2. 9
Veterinary medicine	576	100. 0	.....	.....
Nurse training	1, 376	11. 2	11, 879	88. 8

Professional education in the United States—Growth in twenty-two years, 1880–1902.

	Number of students.		
	1880.	1890.	1902.
Theology	5, 242	7, 013	7, 343
Law	3, 134	4, 518	13, 912
Medicine:			
All classes	11, 929	15, 484	26, 821
Regular	9, 876	13, 521	24, 447
Homeopathic	1, 220	1, 164	1, 551
Dentistry	730	2, 696	8, 420
Pharmacy	1, 347	2, 871	4, 427
Veterinary .....	.....	463	576
Nurse training	323	1, 552	13, 252

HIGH SCHOOLS.

The following table shows that the students in the first year of the high-school course equal in number the entire number of students in the second and third years taken together. It shows, moreover, that the number of students enrolled in the fourth year is less than one-third of the number enrolled in the first year's work.

Number secondary students in public and private high schools, 1901–2.....	655, 301
43 per cent in first year	281, 780
26 per cent in second year	170, 378
18 per cent in third year	117, 954
13 per cent in fourth year	85, 189

ILLITERATE NEGROES OF VOTING AGE IN THE SOUTHERN STATES.

The following table shows two epochs, 1870 and 1900, and the percentage of the colored males of voting age who could read and write at each epoch. The increase in Alabama has been from 7 per cent to 40.5 per cent in the thirty years, and the increase in Georgia has been even greater, namely from 6.9 per cent to 43.6 per cent. In some other States the increase is even greater.

Improvement in the education of negroes in the former slave States—Proportion of colored males of voting age who could read and write in 1870 and in 1900.

State.	1870.	1900.	State.	1870.	1900.
	<i>Per cent.</i>	<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
Alabama	7.0	40.5	Mississippi	10.1	46.8
Arkansas	11.6	55.2	Missouri	24.6	68.1
Delaware	27.9	57.3	North Carolina	12.0	46.9
District of Columbia	25.1	73.9	South Carolina	17.1	45.3
Florida	10.8	60.6	Tennessee	12.8	52.4
Georgia	6.9	43.6	Texas	8.4	54.9
Kentucky	14.5	50.5	Virginia	9.1	47.5
Louisiana	11.9	38.7	West Virginia	19.8	62.2
Maryland	30.7	59.5			

The figures of 1870 are those of the first census taken after emancipation. It will be noted that the States bordering on the free States of the North showed by that census the largest proportion of males able to read and write, and with few exceptions the same may be remarked of the later statistics.

UNIVERSITIES AND COLLEGES AND THEIR RELIGIOUS CONTROL.

Per cent of the total number of colleges and universities under the control of the different religious denominations: 1902.

Denomination.	Institutions controlled.	Denomination.	Institutions controlled.
	<i>Per cent.</i>		<i>Per cent.</i>
Cumberland Presbyterian	1.1	Methodist Episcopal South	6.7
United Brethren	1.1	Methodist Episcopal	9.4
Protestant Episcopal	1.2	Roman Catholic	10.1
Friends	1.2	Presbyterian	10.5
Reformed	1.5	Baptist	10.8
Christian	2.8	Other religious denominations	4.7
Congregational	3.6	Nonsectarian under public control	15.3
Lutheran	4.4	Nonsectarian under private control	15.6

The figures show about 70 per cent of all the higher institutions in the country (638 all told) to be under the control of religious denominations, while the remaining 30 per cent are nonsectarian and about equally divided between those under public and those under private control. Many of the sectarian colleges for men were designed primarily to prepare young men for the ministry, but beyond this they now differ little from other colleges of corresponding grade except as to the matter of maintenance.

Sectarian colleges are usually supported by some unit of church administration, but in many of the stronger denominational institutions large endowments place them beyond the necessity of regular appeal to such sources.

GRADUATES OF PUBLIC NORMAL SCHOOLS.

The comparison of the numbers in public normal schools at three epochs from 1880 to 1902 shows the increasing capacity of these schools to supply the needs for professionally trained teachers. Besides the public normal schools there are many private normal schools, and also normal training departments, in nearly 800 public and private high

schools and in more than 200 of the colleges and universities. The number of well-trained teachers graduating each year amounts to about 15,000.

State or Territory.	1880.	1890.	1902.	State or Territory.	1880.	1890.	1902.
Alabama.....	16	97	73	Nebraska.....	40	82	106
Arizona.....		2	25	New Hampshire.....	21	34	
Arkansas.....			5	New Jersey.....	37	136	306
California.....	172	207	206	New Mexico.....			25
Colorado.....			74	New York.....	643	954	1,693
Connecticut.....	37	107	178	North Carolina.....	9	9	66
District of Columbia.....	39	40	128	North Dakota.....			19
Florida.....			25	Ohio.....	116	150	183
Georgia.....			89	Oklahoma.....			93
Idaho.....			28	Oregon.....		34	45
Illinois.....	47	129	421	Pennsylvania.....	474	525	1,699
Indiana.....	44	72	120	Rhode Island.....	19	37	
Iowa.....	30	73	152	South Carolina.....		31	30
Kansas.....	11	53	143	South Dakota.....		10	65
Kentucky.....		36	45	Tennessee.....	31	108	
Louisiana.....		8	109	Texas.....	40	82	54
Maine.....	122	117	161	Utah.....	17		
Maryland.....	50	68	85	Vermont.....	92	68	119
Massachusetts.....	270	411	506	Virginia.....	48	84	83
Michigan.....	55	116	338	Washington.....	3		69
Minnesota.....	85	191	323	West Virginia.....	44	70	49
Mississippi.....	8	4	25	Wisconsin.....	118	137	510
Missouri.....	205	131	118				
Montana.....			4	United States.....	2,943	4,413	8,598

AMOUNT OF PROPERTY EXPENDED FOR EVERY ONE THOUSAND DOLLARS OF TRUE VALUE OF PROPERTY BY THE LARGEST CITY IN EACH OF THE STATES.

The first column shows the expenditure for all purposes, police and the courts, sewers, etc. The second column shows the number of dollars expended for schools.

City.	For all purposes.	For schools.	City.	For all purposes.	For schools.
New York, N. Y.....	\$19.89	\$3.81	New Haven, Conn.....	\$14.60	\$3.85
Chicago, Ill.....	11.88	4.38	Omaha, Nebr.....	15.88	4.31
Philadelphia, Pa.....	16.59	2.88	Memphis, Tenn.....	14.49	2.22
St. Louis, Mo.....	14.71	2.56	Portland, Oreg.....	6.64	1.86
Boston, Mass.....	19.00	2.64	Atlanta, Ga.....	14.72	2.11
Baltimore, Md.....	12.39	2.30	Richmond, Va.....	14.78	1.45
Cleveland, Ohio.....	12.23	3.19	Seattle, Wash.....	15.63	3.09
San Francisco, Cal.....	8.55	1.69	Wilmington, Del.....	15.32	4.45
New Orleans, La.....	29.55	3.28	Des Moines, Iowa.....	13.08	4.50
Detroit, Mich.....	11.48	2.77	Manchester, N. H.....	13.96	2.78
Milwaukee, Wis.....	13.55	2.46	Charleston, S. C.....	17.35	2.21
Washington, D. C.....	21.17	4.64	Salt Lake City, Utah.....	16.41	5.49
Newark, N. J.....	24.04	5.23	San Antonio, Tex.....	9.05	2.34
Louisville, Ky.....	16.39	3.03	Kansas City, Kans.....	14.89	3.16
Minneapolis, Minn.....	17.28	4.32	Portland, Me.....	15.02	3.02
Providence, R. I.....	17.97	3.83	Wheeling, W. Va.....	13.11	2.82
Indianapolis, Ind.....	8.80	2.88	Birmingham, Ala.....	14.00	1.72
Denver, Colo.....	14.06	5.05	Little Rock, Ark.....	5.08	1.94

The figures given in this table were deduced from statistics collected by the Bureau of Labor for the year 1902. It registers fairly what each city named is relatively doing for education. It will be noted that the sums named are strictly for maintenance and operation, all items of capital outlay being excluded.

* All of which is respectfully submitted.

W. T. HARRIS, *Commissioner.*

THE SECRETARY OF THE INTERIOR.

STATISTICS OF STATE SCHOOL SYSTEMS.

TABLE 1.—*The total population, the school population, and the adult male population.*

State or Territory.	Estimated total popu- lation in 1903.	The school population.			Per- centage of boys.	Estimated number of male persons 21 years and over in 1903.
		Estimated number of children 5 to 18 years of age in 1903.				
		Boys.	Girls.	Total.		
1	2	3	4	5	6	7
United States	79,900,389	11,415,307	11,239,694	22,655,001	50.38	22,234,431
North Atlantic Division	22,140,788	2,704,598	2,702,704	5,407,302	50.02	6,587,707
South Atlantic Division	10,931,970	1,748,893	1,726,755	3,475,648	50.32	2,613,720
South Central Division	14,941,636	2,485,137	2,422,136	4,907,273	50.62	3,590,093
North Central Division	27,490,996	3,919,243	3,843,810	7,763,053	50.48	7,886,839
Western Division	4,394,999	557,436	544,289	1,101,725	50.59	1,556,072
North Atlantic Division:						
Maine	702,875	82,430	80,637	163,067	50.55	220,630
New Hampshire	422,109	45,488	45,688	91,176	49.89	134,485
Vermont	347,007	41,331	39,869	81,200	50.90	109,539
Massachusetts	2,974,021	328,466	331,767	660,233	49.75	893,955
Rhode Island	454,629	53,237	53,601	106,838	49.83	134,936
Connecticut	956,789	109,465	109,640	219,105	49.96	294,915
New York	7,659,814	911,870	918,826	1,830,696	49.81	2,301,185
New Jersey	2,016,797	250,789	253,410	504,199	49.74	594,955
Pennsylvania	6,606,747	881,522	869,266	1,750,788	50.35	1,903,107
South Atlantic Division:						
Delaware	189,878	25,557	24,761	50,318	50.79	55,501
Maryland	1,231,739	171,965	171,690	343,655	50.04	333,345
District of Columbia	293,217	30,637	32,991	63,628	48.15	88,061
Virginia	1,919,103	305,159	301,278	606,437	50.32	463,318
West Virginia	1,021,106	160,396	154,105	314,501	51.00	263,866
North Carolina	1,976,571	332,785	325,413	658,198	50.56	436,385
South Carolina	1,397,067	243,336	240,049	483,385	50.34	295,348
Georgia	2,336,404	391,194	389,165	780,359	50.13	528,303
Florida	566,885	87,864	87,303	175,167	50.16	149,593
South Central Division:						
Kentucky	2,230,619	350,172	341,320	691,492	50.64	565,640
Tennessee	2,095,223	341,069	329,402	670,471	50.87	505,535
Alabama	1,923,284	325,428	316,949	642,377	50.66	435,532
Mississippi	1,629,771	280,552	273,570	554,122	50.63	366,829
Louisiana	1,460,237	239,209	236,828	476,037	50.25	345,127
Texas	3,285,474	556,481	544,153	1,100,634	50.56	795,758
Arkansas	1,366,119	233,414	228,334	461,748	50.55	326,918
Oklahoma	495,285	79,233	75,791	155,024	51.11	135,646
Indian Territory	455,624	79,579	75,789	155,368	51.22	113,108
North Central Division:						
Ohio	4,302,860	575,830	564,428	1,140,258	50.50	1,256,564
Indiana	2,614,223	366,632	357,508	724,140	50.63	749,485
Illinois	5,117,036	703,277	698,791	1,402,068	50.16	1,488,996
Michigan	2,610,647	343,390	336,995	680,385	50.47	747,743
Wisconsin	2,155,441	322,068	318,098	640,166	50.31	595,354
Minnesota	1,857,462	275,832	270,262	546,094	50.51	537,903
Iowa	2,336,484	337,011	328,887	665,898	50.61	665,232
Missouri	3,227,214	480,869	471,159	952,028	50.51	891,098
North Dakota	357,594	54,798	52,480	107,278	51.08	106,849
South Dakota	443,927	70,281	67,336	137,617	51.07	124,681
Nebraska	1,098,139	167,385	163,155	330,540	50.64	309,055
Kansas	1,469,969	221,870	214,711	436,581	50.82	413,879
Western Division:						
Montana	277,102	31,323	30,471	61,794	50.69	116,296
Wyoming	101,525	12,702	11,562	24,264	52.35	41,613
Colorado	574,030	71,105	70,680	141,785	50.15	197,507
New Mexico	205,819	32,070	30,911	62,981	50.92	58,006
Arizona	133,338	17,644	16,891	34,535	51.09	47,900
Utah	295,404	48,151	48,151	96,302	50.00	71,745
Nevada	40,829	4,477	4,220	8,697	51.48	17,090
Idaho	183,738	26,842	25,707	52,549	51.08	61,167
Washington	581,626	74,753	72,398	147,151	50.80	219,696
Oregon	437,302	58,471	56,539	115,010	50.84	152,618
California	1,564,286	179,898	176,759	356,657	50.44	572,434

TABLE 2.—*Density of population, urban population, nativity and race classification, value of manufactures, illiteracy, and relations of the adult male and of the school population.*

[NOTE.—The statistics in this table, except those in column 12, are from the U. S. Census of 1900.]

State or Territory.	The total population.					Value of manufactured products per capita of population. ^b	The adult male population (21 years and over).			Number of children 5 to 18 years of age to every 100 persons of the total population.		
	Number of persons to a square mile.	Per cent in incorporated places of 8,000 and over.	Per cent of native and foreign white and of colored.				Number to every 100 children 5 to 18 years of age.	Per cent of illiterates (unable to write) among adult males.				
			Native white.	Foreign white.	Colored. ^a			Native white.	Foreign white.	Negro.	1870.	1900.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States ..	25.6	32.6	74.4	13.4	12.2	\$74.53	98.3	4.9	11.5	47.4	31.3	28.3
North Atlantic Div. .	129.8	57.0	75.6	22.5	1.9	140.22	121.8	2.0	15.2	15.3	28.3	24.4
South Atlantic Div. .	38.9	17.0	62.2	2.0	35.8	35.48	75.2	11.5	11.3	51.1	33.0	31.8
South Central Div. .	23.1	11.4	67.2	2.5	30.3	20.44	73.1	11.1	18.8	52.5	33.9	32.8
North Central Div. .	34.9	30.6	82.1	15.8	2.1	68.08	101.6	2.9	7.9	24.8	32.4	28.2
Western Division . .	3.5	31.2	76.1	18.6	5.3	63.96	141.1	2.4	7.7	13.4	25.6	25.1
North Atlantic Div.:												
Maine.....	23.2	23.7	86.3	13.4	.3	84.23	135.3	3.1	21.4	17.3	28.0	23.2
New Hampshire.....	45.7	38.6	78.4	21.4	.2	127.22	147.5	2.0	24.0	14.8	24.8	21.6
Vermont.....	37.6	11.2	86.7	13.0	.3	80.80	134.9	4.1	23.3	19.7	27.2	23.4
Massachusetts.....	348.9	67.0	68.8	29.9	1.3	171.99	135.4	.9	13.8	10.5	25.5	22.2
Rhode Island.....	407.0	66.1	66.6	31.2	2.2	204.60	126.3	2.0	18.2	15.4	25.7	23.5
Connecticut.....	187.5	52.0	72.1	26.1	1.8	184.04	134.6	1.0	15.6	13.1	25.9	22.9
New York.....	152.6	68.5	72.5	26.0	1.5	141.97	125.7	1.8	12.1	11.3	28.1	23.9
New Jersey.....	250.3	61.2	73.4	22.8	3.8	133.15	118.0	2.3	13.4	18.3	29.0	25.0
Pennsylvania.....	140.1	45.5	81.9	15.6	2.5	125.73	108.7	2.5	20.2	17.5	30.6	26.5
South Atlantic Div.:												
Delaware.....	94.3	41.4	75.9	7.5	16.6	101.42	110.3	7.1	17.6	42.7	31.8	26.5
Maryland.....	120.5	46.9	72.3	7.9	19.8	82.62	97.0	5.1	10.7	40.5	31.3	27.9
Dist. of Columbia.....	4,645.3	100.0	61.7	7.0	31.3	101.53	138.4	.9	5.0	26.1	27.0	21.7
Virginia.....	46.2	14.7	63.3	1.0	35.7	30.91	76.4	12.2	10.5	52.5	32.4	31.6
West Virginia.....	38.9	7.7	93.1	2.4	4.5	33.20	83.9	10.7	22.5	37.8	34.1	30.8
North Carolina.....	39.0	5.1	66.5	.2	33.3	22.10	66.3	18.9	5.7	53.1	33.6	33.3
South Carolina.....	44.4	7.5	41.2	.4	58.4	18.44	61.1	12.3	5.2	54.7	33.2	34.6
Georgia.....	37.6	11.0	52.7	.6	46.7	21.85	67.7	11.8	5.6	56.4	34.4	33.4
Florida.....	9.7	15.0	52.6	3.7	43.7	40.06	85.4	8.3	9.2	39.4	34.0	30.9
South Central Div.:												
Kentucky.....	53.7	16.9	84.4	2.3	13.3	33.22	81.8	14.3	8.6	49.5	34.4	31.0
Tennessee.....	48.4	13.4	75.3	.9	23.8	21.92	75.4	14.1	7.7	47.6	34.1	32.0
Alabama.....	35.5	7.3	53.9	.8	45.3	20.04	67.8	13.8	8.0	59.5	34.4	33.4
Mississippi.....	33.5	2.6	40.8	.5	58.7	12.08	66.2	8.1	9.5	53.2	33.7	34.0
Louisiana.....	30.4	22.8	49.1	3.7	47.2	28.14	72.5	16.9	24.6	61.3	31.1	32.6
Texas.....	11.6	11.3	73.8	5.8	20.4	17.16	72.3	5.8	25.4	45.1	34.8	33.5
Arkansas.....	24.7	5.4	70.9	1.1	28.0	16.19	70.8	10.5	6.4	44.8	34.2	33.8
Oklahoma.....	10.3	5.0	88.4	3.9	7.7	6.61	87.5	2.7	6.3	32.0	.....	31.3
Indian Territory.....	12.6	0.0	76.0	1.2	22.8	4.25	72.8	10.7	16.8	41.3	.....	34.1
North Central Div.:												
Ohio.....	102.0	38.5	86.7	11.0	2.3	92.50	110.2	3.2	9.6	21.8	31.7	26.5
Indiana.....	70.1	24.2	92.1	5.6	2.3	64.84	103.5	4.4	9.6	27.7	33.8	27.4
Illinois.....	86.1	47.1	78.2	20.0	1.8	107.84	106.2	2.8	7.8	18.7	32.2	27.7
Michigan.....	42.2	30.9	76.8	22.3	.9	65.01	109.9	2.4	10.2	14.0	30.3	27.1
Wisconsin.....	38.0	30.7	74.6	24.9	.5	73.45	93.0	1.9	9.3	12.7	33.6	29.7
Minnesota.....	22.1	26.8	70.4	28.8	.8	50.95	98.5	1.0	6.4	6.9	32.5	29.4
Iowa.....	40.2	16.8	85.7	13.7	.6	28.43	99.9	1.6	5.2	22.0	33.1	28.5
Missouri.....	45.2	30.8	87.9	6.9	5.2	54.88	93.6	5.4	6.8	31.9	33.6	29.5
North Dakota.....	4.5	3.0	62.4	35.3	2.3	11.18	99.6	1.0	6.3	16.5	.....	30.0
South Dakota.....	5.2	2.6	72.8	22.0	5.2	10.97	90.6	.8	4.9	16.3	23.7	31.0
Nebraska.....	13.9	15.8	82.5	16.6	.9	39.19	93.5	1.0	5.1	11.6	28.1	30.1
Kansas.....	18.0	14.0	87.7	8.6	3.7	29.00	94.8	1.7	6.4	28.1	29.8	29.7
Western Division:												
Montana.....	1.7	27.0	67.4	25.6	7.0	100.17	188.2	.8	6.7	10.4	10.2	22.3
Wyoming.....	.9	24.1	78.3	17.9	3.8	26.11	171.5	.8	7.8	21.2	9.4	23.9
Colorado.....	5.2	38.1	81.2	16.8	2.0	66.60	139.3	2.4	7.1	13.9	22.5	24.7
New Mexico.....	1.6	0.0	85.5	6.8	7.7	13.78	92.1	23.6	30.9	16.3	31.9	30.6
Arizona.....	1.1	0.0	57.4	18.2	24.4	104.54	138.7	4.5	30.9	11.1	16.8	25.9
Utah.....	3.4	25.2	79.4	19.1	1.5	30.00	74.5	1.2	4.6	4.7	35.1	32.6
Nevada.....	.4	0.0	63.3	20.3	16.4	19.31	196.5	.8	7.0	22.9	12.6	21.3
Idaho.....	1.9	0.0	82.0	13.5	4.5	12.15	116.4	1.1	5.7	15.4	11.3	28.6
Washington.....	7.7	31.9	76.1	19.7	4.2	72.76	149.3	.5	3.9	11.5	27.0	25.3
Oregon.....	4.4	23.9	82.4	13.0	4.6	48.10	132.7	1.1	3.4	9.5	32.3	26.3
California.....	9.5	43.7	73.2	21.3	5.5	77.27	160.5	1.1	8.1	14.6	24.5	22.8

^aIncluding Mongolians and Indians.^bLess cost of raw material.

TABLE 3.—*School ages in the several States—State school censuses.*

State or Territory.	Age for free attendance at the public schools.	Age for compulsory attendance. ^a	School census.				
			Date of latest school census reported.	Age of persons enumerated.	Number of persons enumerated.		
					Boys.	Girls.	Total.
1	2	3	4	5	6	7	8
North Atlantic Division:							
Maine	5-21	7-15	1903	4-21	.....	.....	214, 725
New Hampshire (1902)	5-	8-14	1902	5-16	35, 821	35, 530	71, 351
Vermont	(b)	8-14	1903	5-18	39, 462	38, 771	78, 233
Massachusetts	(b)	7-14	1902	5-15	246, 714	248, 552	495, 266
Rhode Island	(b)	7-15	1904	c 7-15	45, 017	45, 099	90, 116
Connecticut	(b)	7-16	1902	4-16	.....	.....	209, 006
New York	5-21	8-16	1903	5-18	.....	.....	1, 740, 760
New Jersey	d 5-20	7-14	(e)	.....	.....	.....	.....
Pennsylvania (1902)	6-21	8-16	1902	6-16	.....	.....	1, 004, 728
South Atlantic Division:							
Delaware (1893)	6-21	(f)	1893	6-21	15, 827	17, 758	33, 585
Maryland (1902)	6-21	g 8-16	(e)	.....	.....	.....	.....
District of Columbia (1902) ..	6-17	8-14	(e)	.....	.....	.....	.....
Virginia	5-21	.....	1900	5-21	354, 722	336, 590	691, 312
West Virginia	6-21	8-14	1903	6-21	165, 505	154, 224	319, 729
North Carolina (1902)	6-21	(f)	1902	6-21	345, 996	332, 381	678, 377
South Carolina	6-21	(f)	(e)	.....	.....	.....	.....
Georgia	6-18	(f)	1903	6-18	353, 608	349, 525	703, 133
Florida (1902)	6-21	(f)	1900	6-21	81, 712	79, 716	161, 428
South Central Division:							
Kentucky	6-20	7-14	1903	6-20	304, 255	291, 332	595, 587
Tennessee	6-21	(f)	1903	6-21	392, 981	383, 060	776, 041
Alabama (1902)	7-21	(f)	1901	7-21	.....	.....	676, 285
Mississippi	5-21	(f)	1902	5-21	314, 545	313, 850	628, 395
Louisiana	6-18	(f)	1899	6-18	209, 154	195, 603	404, 757
Texas	7-17	(f)	1902	8-17	386, 941	372, 417	759, 358
Arkansas	6-21	(f)	1903	6-21	255, 533	247, 275	502, 808
Oklahoma	6-21	(f)	1903	6-21	97, 743	93, 235	190, 978
Indian Territory (1902) ^h .....	.....	(f)	1901	5-21	79, 915	76, 501	156, 416
North Central Division:							
Ohio	6-21	8-14	1903	6-21	638, 898	604, 893	1, 243, 791
Indiana	6-21	7-14	1903	6-21	396, 354	371, 082	767, 436
Illinois	6-21	7-14	1903	6-21	810, 249	790, 796	1, 601, 045
Michigan	5-20	7-16	1903	5-20	376, 552	367, 983	744, 535
Wisconsin	4-20	7-14	1903	4-20	384, 376	374, 250	758, 626
Minnesota	6-21	8-16	(e)	.....	.....	.....	.....
Iowa	5-21	7-14	1903	5-21	364, 469	357, 001	721, 470
Missouri	6-20	(f)	1903	6-20	496, 065	478, 858	974, 923
North Dakota	6-20	8-14	1903	6-20	58, 862	54, 693	113, 555
South Dakota	6-21	8-14	1903	6-21	.....	.....	i 132, 150
Nebraska	5-21	7-15	1903	5-21	191, 544	185, 324	376, 868
Kansas (1902)	5-21	c 8-15	1902	5-21	257, 298	249, 522	506, 820
Western Division:							
Montana	6-21	8-14	1903	6-21	32, 813	31, 810	64, 623
Wyoming (1900)	6-21	7-16	(e)	.....	.....	.....	.....
Colorado	6-21	8-14	1903	6-21	90, 064	89, 122	179, 186
New Mexico	5-21	7-14	1903	5-21	37, 809	34, 141	71, 950
Arizona	6-21	8-14	1903	6-21	13, 379	12, 672	26, 051
Utah	6-18	8-14	1903	6-18	45, 025	44, 700	89, 725
Nevada	6-18	8-14	1903	6-18	4, 673	4, 478	9, 151
Idaho	5-21	8-14	1903	5-21	31, 792	31, 527	63, 319
Washington	6-21	8-15	1903	6-21	92, 710	90, 582	183, 292
Oregon	6-21	8-14	1903	4-20	72, 922	70, 835	143, 757
California	6-21	8-14	1903	5-17	198, 240	191, 901	390, 141

^a The compulsory period here given is in many cases extended or shortened under certain circumstances.

^b Not limited by law.

^c Inclusive.

^d 4-20 in districts maintaining kindergartens.

^e No State school census.

^f No compulsory law.

^g Applies only to Baltimore city and Allegany County.

^h Returns imperfect.

ⁱ Unmarried.

TABLE 4.—*Number of pupils enrolled in the common schools at different dates, and the relation of the enrollment to the school population.*

State or Territory.	Number of different pupils of all ages enrolled during the school year (excluding duplicate enrollments).					Per cent of school population (i. e., of children 5 to 18 years of age) enrolled.				
	1870-71.	1879-80.	1889-90.	1899-1900.	1902-3.	1870-71.	1879-80.	1889-90.	1899-1900.	1902-1903.
1	2	3	4	5	6	7	8	9	10	11
United States ..	7,561,582	9,867,505	12,722,581	15,503,110	16,009,361	61.45	65.50	68.61	72.43	70.67
North Atlantic Div.	2,743,344	2,980,345	3,112,622	3,643,949	3,776,404	77.95	75.17	70.45	70.86	69.84
South Atlantic Div.	603,619	1,242,811	1,785,486	2,182,615	2,293,743	30.51	50.74	59.22	65.73	65.99
South Central Div.	767,839	1,371,975	2,293,579	3,018,609	3,170,312	34.17	46.43	60.14	67.28	64.60
North Central Div.	3,300,660	4,083,288	5,015,217	5,842,569	5,860,368	76.87	75.84	76.46	78.65	75.49
Western Div.	146,120	288,546	515,677	815,368	908,584	54.77	64.96	70.01	79.51	82.46
North Atlantic Div.										
Maine ..	<i>a</i> 152,600	149,827	139,676	130,918	132,415	<i>a</i> 87.35	89.80	85.88	81.38	81.20
New Hampshire	71,957	64,341	59,813	65,688	<i>bc</i> 67,250	91.31	81.32	71.28	73.98	<i>bc</i> 73.76
Vermont ..	<i>d</i> 65,384	75,238	<i>d</i> 65,608	66,964	66,497	.....	87.21	.....	82.15	81.89
Massachusetts	273,661	306,777	371,492	474,891	485,483	72.34	71.76	72.56	76.21	73.53
Rhode Island	<i>a</i> 84,000	40,604	52,774	67,231	69,824	<i>a</i> 59.24	59.59	62.65	66.79	65.86
Connecticut	113,588	119,694	126,505	155,228	159,935	80.83	76.97	72.02	74.54	72.99
New York ..	1,028,110	1,031,593	1,042,160	1,209,574	1,256,874	82.98	77.10	70.71	69.57	68.66
New Jersey ..	169,480	204,961	234,072	322,575	344,457	63.20	64.77	62.21	68.52	68.32
Pennsylvania	884,614	987,310	1,020,522	1,151,880	1,198,669	76.35	74.37	69.53	68.90	68.18
South Atlantic Div.										
Delaware ..	20,058	27,823	31,434	36,895	<i>e</i> 36,895	50.04	65.20	66.19	75.33	<i>e</i> 73.32
Maryland ..	115,683	162,431	184,251	222,373	<i>f</i> 224,004	46.70	58.13	60.37	67.00	<i>f</i> 65.18
Dist. Columbia	15,157	26,439	36,906	46,519	48,745	41.60	55.40	63.10	76.81	76.61
Virginia ..	131,088	220,736	342,269	370,595	375,601	32.34	45.00	60.51	61.19	61.94
West Virginia	76,999	142,850	193,064	232,343	240,718	49.47	69.21	75.27	78.58	76.54
North Carolina	<i>a</i> 115,000	252,612	322,533	400,452	<i>e</i> 464,669	<i>a</i> 31.23	55.87	56.39	63.55	<i>e</i> 70.65
South Carolina	66,056	134,072	201,260	281,891	288,713	27.28	40.56	47.08	60.74	59.73
Georgia ..	49,578	236,533	381,297	482,673	502,014	11.89	46.24	58.45	65.30	64.33
Florida ..	14,000	39,315	92,472	108,874	<i>e</i> 112,384	21.21	44.16	71.10	66.57	<i>e</i> 64.16
South Central Div.										
Kentucky ..	<i>g</i> 178,457	<i>g</i> 276,000	399,660	500,294	<i>a</i> 501,482	.....	.....	65.64	75.27	<i>a</i> 72.52
Tennessee ..	<i>a</i> 140,000	300,217	447,950	485,354	492,776	<i>a</i> 32.00	58.21	74.05	79.09	73.50
Alabama ..	141,312	179,490	301,615	376,423	<i>e</i> 365,171	40.62	42.60	55.83	61.67	<i>e</i> 56.85
Mississippi ..	117,000	236,654	334,158	386,507	403,647	40.60	61.29	70.62	73.27	72.84
Louisiana ..	57,639	77,642	120,253	196,169	208,737	24.78	25.87	31.58	43.62	43.85
Texas ..	63,504	<i>a</i> 220,000	466,872	659,598	700,136	21.00	42.40	59.50	64.67	63.61
Arkansas ..	69,927	81,972	123,071	314,662	337,589	40.29	30.81	55.41	71.07	73.11
Oklahoma ..	.....	.....	.....	99,602	136,159	.....	.....	.....	79.82	87.83
Indian Ter. ^h	.....	.....	.....	.....	24,615	.....	.....	.....	.....	15.84
North Central Div.										
Ohio ..	719,372	729,499	797,439	829,160	829,620	84.04	76.69	76.54	75.40	72.76
Indiana ..	450,057	511,283	512,955	564,807	560,523	78.64	82.39	79.21	81.10	77.41
Illinois ..	672,787	704,041	778,319	958,911	969,414	81.01	74.61	71.97	72.68	69.14
Michigan ..	292,466	362,556	427,032	504,985	514,093	79.66	78.08	73.45	77.13	75.56
Wisconsin ..	265,285	299,457	351,723	445,142	454,186	73.92	73.78	69.77	72.51	70.95
Minnesota ..	113,983	180,248	280,960	399,207	415,498	75.92	75.87	74.59	77.59	76.09
Iowa ..	341,938	426,057	493,267	566,223	550,202	84.44	83.52	85.51	89.06	82.63
Missouri ..	330,070	482,986	620,314	719,817	704,193	56.03	68.85	74.43	78.63	73.97
North Dakota	<i>a</i> 1,660	13,718	35,543	77,086	90,157	<i>a</i> 39.26	41.68	71.26	81.26	84.04
South Dakota	.....	.....	78,043	98,822	<i>e</i> 105,691	.....	.....	81.04	79.49	<i>e</i> 76.80
Nebraska ..	23,265	92,549	240,300	288,227	277,519	58.79	68.48	75.35	89.50	83.96
Kansas ..	89,777	231,434	399,322	389,582	<i>e</i> 389,272	74.22	73.23	88.56	89.21	<i>e</i> 89.16
Western Division										
Montana ..	<i>a</i> 1,657	4,270	16,980	39,430	44,881	70.24	63.77	71.14	72.80	72.63
Wyoming ..	<i>a</i> 450	2,907	7,052	14,512	<i>e</i> 14,512	44.54	77.44	54.46	65.66	<i>e</i> 59.81
Colorado ..	4,357	22,119	65,490	117,555	131,200	42.28	60.82	72.20	88.19	92.53
New Mexico	<i>a</i> 1,320	4,755	18,215	36,735	37,972	<i>a</i> 4.42	13.52	42.25	61.43	60.29
Arizona ..	0	4,212	7,989	16,504	20,008	0.00	53.16	52.72	51.94	57.94
Utah ..	16,992	24,326	37,279	73,042	73,499	53.36	50.61	55.26	81.02	76.32
Nevada ..	3,106	9,045	7,387	6,676	7,362	53.97	79.73	73.80	74.06	84.65
Idaho ..	906	5,884	14,311	36,669	48,181	46.07	77.85	62.66	79.18	91.69
Washington	<i>a</i> 5,000	14,780	55,964	115,104	149,753	<i>a</i> 69.00	72.36	70.58	87.86	101.77
Oregon ..	21,000	37,533	63,254	89,405	92,390	67.73	75.02	74.78	87.18	80.33
California ..	91,332	158,765	221,756	269,736	288,776	63.63	73.37	77.38	79.56	80.97

^a Approximate.^b Pupils who attended two weeks or more.^c In 1901-2.^d Pupils of legal school age only.^e In 1899-1900.^f In 1900-1901.^g Highest number enrolled.^h Returns imperfect.

DIAGRAM 1.—Number of pupils enrolled in the common schools of the United States.

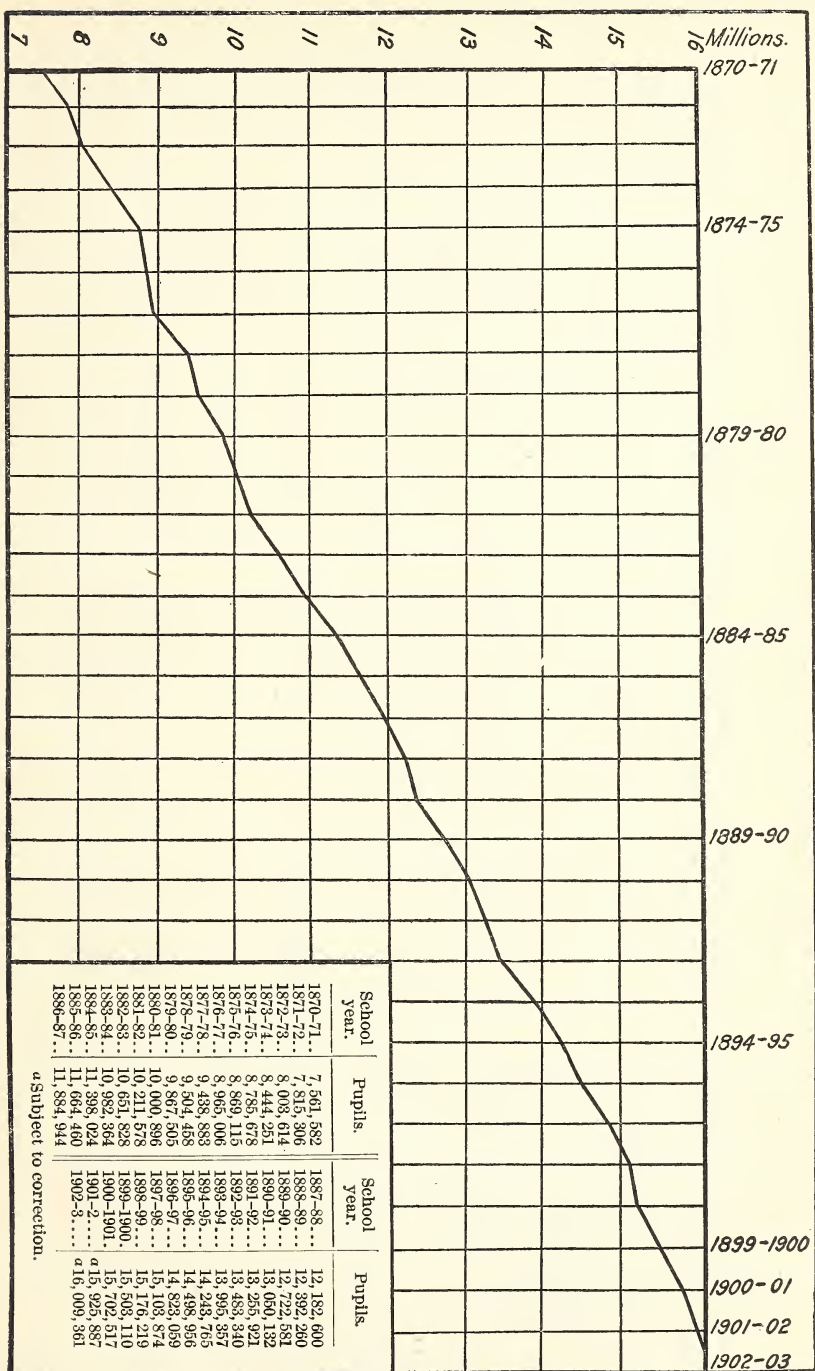


DIAGRAM 2.—Per cent of population enrolled in the common schools.

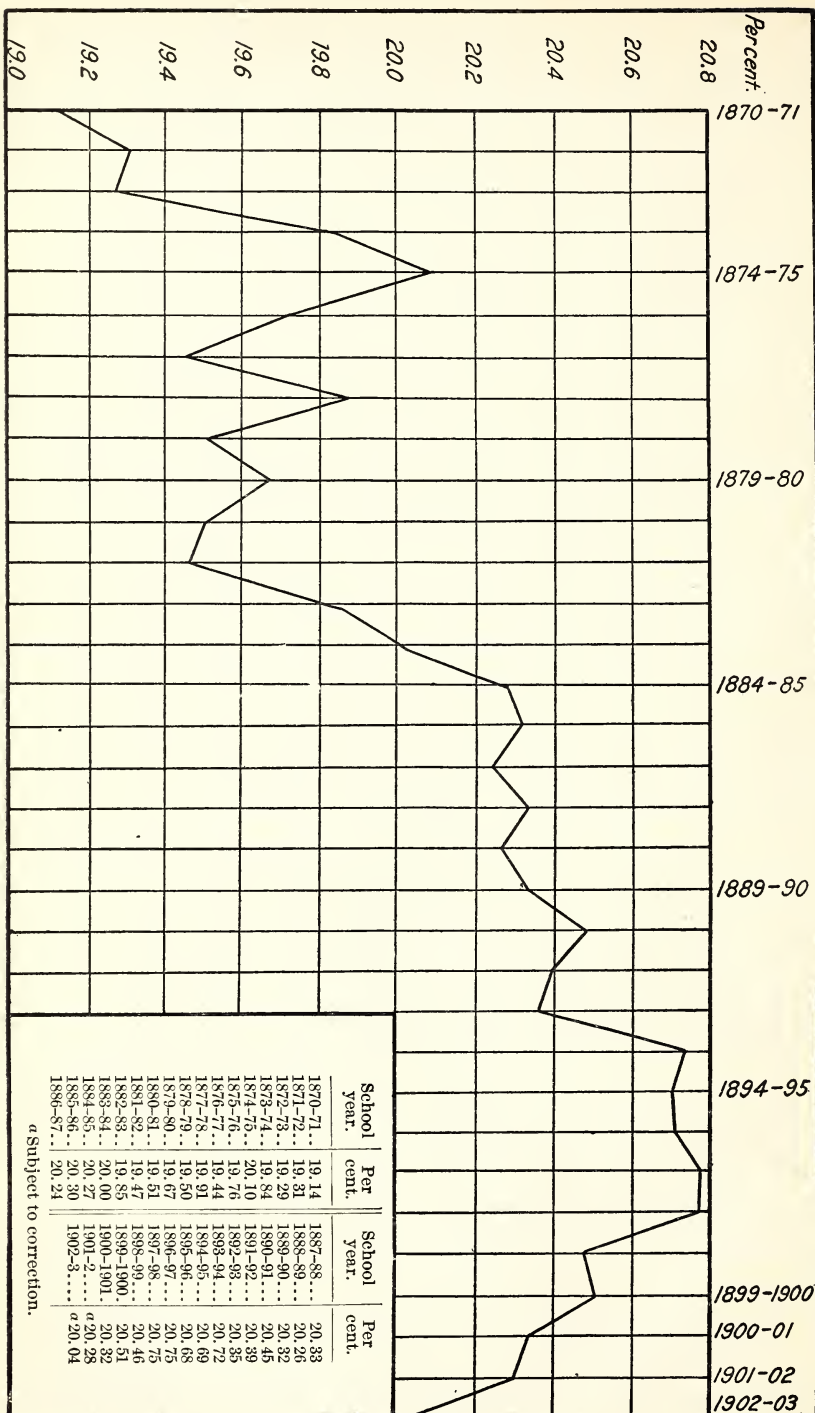


TABLE 5.—The school enrollment of 1902-3, classified by sex. Percentage of the total population enrolled at different dates.

State or Territory.	Number of different pupils of all ages enrolled.			Per cent of the total population enrolled.				
	Boys.	Girls.	Total.	1870-71.	1879-80.	1889-90.	1899-1900.	1902-1903.
1	2	3	4	5	6	7	8	9
United States	a 8,036,780	a 7,972,581	16,009,361	19.14	19.67	20.32	20.51	20.04
North Atlantic Division..	a 1,896,132	a 1,880,272	3,776,404	21.95	20.20	17.89	17.31	17.06
South Atlantic Division..	a 1,137,008	a 1,156,735	2,293,743	10.05	16.36	20.16	20.90	20.98
South Central Division..	a 1,585,790	a 1,584,522	3,170,312	11.56	15.38	20.90	22.05	21.22
North Central Division..	a 2,958,314	a 2,902,054	5,860,368	24.80	23.23	22.43	22.19	21.32
Western Division	a 459,536	a 448,998	908,534	13.99	16.32	17.03	19.93	20.67
North Atlantic Division:								
Maine.....			132,415	24.25	23.09	21.13	18.85	18.84
New Hampshire	b c 34,105	b c 33,145	b c 67,250	22.41	18.54	15.89	15.96	b c 15.93
Vermont.....	33,659	32,838	66,497	d 19.77	22.64	d 19.74	19.20	19.16
Massachusetts			485,483	18.31	17.20	16.59	16.93	16.32
Rhode Island	34,833	34,991	69,824	15.11	14.69	15.27	15.69	15.36
Connecticut			159,935	20.83	19.22	16.95	17.09	16.72
New York.....	e 633,171	e 623,703	1,256,874	23.18	20.30	17.37	16.64	e 16.41
New Jersey	172,621	171,836	344,457	18.26	18.12	16.20	17.12	17.08
Pennsylvania	597,180	596,489	1,193,669	23.24	21.89	19.41	18.28	18.07
South Atlantic Division:								
Delaware.....			f 36,895	15.79	18.98	18.66	19.98	f 19.43
Maryland.....			g 224,004	14.55	17.37	17.68	18.72	g 18.19
District of Columbia..	23,082	25,663	48,745	11.23	14.88	16.02	16.69	16.62
Virginia.....	189,640	185,961	375,601	10.47	14.59	20.67	19.99	19.57
West Virginia	124,381	116,337	240,718	16.85	23.10	25.31	24.23	23.57
North Carolina	c h 254,212	c h 230,457	c 464,669	10.45	18.05	19.93	21.14	c h 23.51
South Carolina.....	135,846	152,867	288,713	9.05	13.46	17.49	21.03	20.67
Georgia.....	245,608	256,406	502,014	4.08	15.54	20.75	21.78	21.49
Florida.....	c 55,374	c 57,010	c 112,384	7.19	14.59	23.63	20.60	c 19.82
South Central Division:								
Kentucky.....	e 250,521	e 250,961	e 501,482	13.21	16.74	21.50	23.30	e 22.48
Tennessee.....	248,930	243,846	492,776	10.90	19.46	25.34	24.02	23.52
Alabama.....			c 365,171	13.85	14.22	19.93	20.59	c 18.99
Mississippi.....	199,404	204,243	403,647	13.70	20.91	25.92	24.92	24.77
Louisiana.....	104,527	104,210	208,737	7.73	8.26	10.75	14.20	14.29
Texas.....	348,233	351,903	700,136	7.26	13.82	20.88	21.64	21.31
Arkansas.....	170,595	166,994	337,589	13.72	10.21	19.77	23.99	24.71
Oklahoma.....	68,618	67,541	136,159				25.01	27.49
Indian Territory ⁱ			24,615					5.40
North Central Division:								
Ohio.....	421,005	408,615	829,620	26.50	22.81	21.72	19.94	19.28
Indiana.....	282,621	277,902	560,523	26.34	25.85	23.40	22.44	21.44
Illinois.....	487,191	482,223	969,414	25.99	22.88	20.34	19.89	18.94
Michigan.....	258,188	255,905	514,093	23.98	22.15	20.39	20.86	20.48
Wisconsin.....			454,186	24.60	22.76	20.85	21.51	21.07
Minnesota.....			415,498	24.47	23.09	21.58	22.79	22.37
Iowa.....			550,202	28.19	26.23	25.80	25.37	23.55
Missouri.....	353,687	350,506	704,193	18.74	22.27	23.15	23.17	21.82
North Dakota.....	46,369	43,788	90,157	9.34	10.15	23.45	24.34	25.21
South Dakota.....	c 54,428	c 51,263	c 105,691				24.60	c 23.81
Nebraska.....	140,596	136,923	277,519	16.61	20.46	22.69	27.03	25.27
Kansas.....	c 197,877	c 191,395	c 389,272	22.28	23.23	27.98	26.49	c 26.48
Western Division:								
Montana.....			44,881	7.54	10.90	12.85	16.20	16.20
Wyoming.....	f 7,359	f 7,153	f 14,512	4.55	13.98	11.62	15.68	f 14.29
Colorado.....	65,353	65,847	131,200	9.33	11.38	15.89	21.78	22.86
New Mexico.....	20,936	17,036	37,972	1.40	3.98	11.86	18.81	18.45
Arizona.....	10,317	9,691	20,008	0.00	10.42	13.40	13.42	15.01
Utah.....	36,704	36,795	73,499	18.61	16.90	17.93	26.39	24.88
Nevada.....	3,718	3,644	7,362	7.04	14.53	16.14	15.77	18.03
Idaho.....	22,888	25,293	48,181	5.59	17.89	16.96	22.67	26.22
Washington.....	75,562	74,191	149,753	18.62	19.68	16.02	22.22	25.75
Oregon.....	47,107	45,283	92,390	21.63	21.47	20.16	21.62	21.13
California.....	146,878	141,898	288,776	15.61	18.36	18.36	18.16	18.46

^a Estimated in part.^b Pupils who attended two weeks or more.^c In 1901-2.^d Pupils of legal school age.^e Approximate.^f In 1899-1900.^g In 1900-1901.^h Sex of a few pupils in cities estimated.ⁱ Returns imperfect.

TABLE 6.—*Per cent of the school population (i. e., children 5 to 18 years of age) enrolled in the public schools, for a period of years.*

Year.	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
1870-71	61.45	77.95	30.51	34.17	76.87	54.77
1871-72	62.20	77.33	32.27	37.94	77.04	54.43
1872-73	62.36	76.79	35.86	38.67	75.97	57.52
1873-74	64.40	77.77	42.10	40.82	76.98	61.04
1874-75	65.54	78.59	44.61	42.47	77.54	64.39
1875-76	64.70	78.55	46.72	37.36	77.05	66.37
1876-77	63.92	76.83	47.02	38.51	75.60	66.12
1877-78	65.75	77.09	48.85	43.50	77.38	66.26
1878-79	64.64	76.18	46.72	44.71	75.28	65.63
1879-80	65.50	75.17	50.74	46.43	75.84	64.96
1880-81	65.03	74.28	51.49	47.03	74.59	64.82
1881-82	65.03	74.56	51.90	47.02	74.15	65.93
1882-83	66.39	74.15	54.30	50.68	75.13	67.05
1883-84	66.96	72.83	56.25	53.59	75.06	68.01
1884-85	67.96	73.23	57.17	56.57	75.46	68.53
1885-86	68.14	72.63	57.68	56.82	76.08	68.03
1886-87	67.98	72.23	58.98	56.21	75.77	67.97
1887-88	68.33	71.60	58.68	58.67	75.96	68.53
1888-89	68.20	70.60	58.40	58.28	76.63	69.39
1889-90	68.61	70.45	59.22	60.14	76.46	70.01
1890-91	69.40	70.04	60.15	63.01	76.25	75.49
1891-92	69.51	69.78	59.50	63.72	76.30	77.98
1892-93	69.70	68.99	61.94	63.92	76.23	77.16
1893-94	71.32	70.45	63.03	66.00	78.04	77.45
1894-95	71.54	71.53	62.21	65.85	78.17	79.32
1895-96	71.80	71.57	62.46	66.75	78.16	79.72
1896-97	72.36	72.12	64.49	67.75	78.06	78.27
1897-98	72.68	71.78	66.25	67.36	78.66	78.00
1898-99	71.96	71.69	64.93	66.54	77.75	77.85
1899-1900	72.43	70.86	65.73	67.28	78.65	79.51
1900-1901	71.67	70.71	66.65	65.22	77.36	80.69
1901-2	71.45	70.31	66.55	65.12	76.85	82.49
1902-3 a	70.67	69.84	65.99	64.60	75.49	82.46

a Subject to correction.

TABLE 7.—*The average daily attendance at various periods, and its relation in 1902-3 to the enrollment.*

State or Territory.	Average number of pupils actually present at school each day.					Number attending daily for each 100 enrolled in 1902-3.
	1870-71.	1879-80.	1889-90.	1899-1900.	1902-3.	
1	2	3	4	5	6	7
United States	4,545,317	6,144,143	8,153,635	10,632,772	11,054,502	69.16
North Atlantic Division	1,627,208	1,824,487	2,036,459	2,636,892	2,795,448	74.02
South Atlantic Division	368,111	776,798	1,126,683	1,314,334	1,444,014	62.96
South Central Division	535,632	902,767	1,467,649	2,015,457	2,039,212	64.32
North Central Division	1,911,720	2,451,167	3,188,732	4,080,460	4,133,601	70.53
Western Division	102,646	188,924	334,112	555,629	642,227	70.69
North Atlantic Division:						
Maine	100,392	103,115	98,364	97,697	97,424	73.57
New Hampshire	48,150	48,966	41,526	47,276	<i>a</i> 49,280	<i>a</i> 73.28
Vermont	<i>b</i> 44,100	48,606	45,887	47,020	48,696	73.23
Massachusetts	201,750	233,127	273,910	366,136	388,616	80.05
Rhode Island	22,485	27,217	33,905	47,124	50,757	72.69
Connecticut	62,683	73,546	83,656	111,564	119,231	74.55
New York	493,648	573,089	642,984	857,488	928,335	73.86
New Jersey	86,812	115,194	133,286	207,947	229,244	66.55
Pennsylvania	567,188	601,627	682,941	854,640	888,865	74.05
South Atlantic Division:						
Delaware	<i>b</i> 12,700	17,439	19,649	<i>b</i> 25,300	<i>b c</i> 25,300	<i>b c</i> 68.57
Maryland	56,435	85,778	102,351	134,400	<i>d</i> 135,515	<i>d</i> 60.50
District of Columbia	10,261	20,637	28,184	35,463	38,038	78.03
Virginia	77,402	128,404	198,290	216,464	224,769	59.84
West Virginia	51,336	91,604	121,700	151,254	155,436	64.57
North Carolina	<i>b</i> 73,000	170,100	203,100	206,918	<i>a</i> 269,003	<i>a</i> 57.89
South Carolina	<i>b</i> 44,700	<i>b</i> 90,600	147,799	201,295	209,889	72.52
Georgia	31,377	145,190	240,791	298,237	310,400	61.83
Florida	<i>b</i> 10,900	27,046	64,819	75,003	<i>a</i> 76,164	<i>a</i> 67.77
South Central Division:						
Kentucky	120,866	178,000	225,739	310,339	<i>b</i> 309,836	<i>b</i> 61.78
Tennessee	89,000	208,528	323,548	338,566	342,631	69.53
Alabama	107,666	117,978	182,467	297,805	<i>a</i> 240,000	<i>a</i> 65.72
Mississippi	<i>b</i> 90,000	156,761	207,704	224,526	233,175	57.77
Louisiana	<i>b</i> 40,500	<i>b</i> 54,800	87,536	146,323	159,794	74.64
Texas	<i>b</i> 41,000	<i>b</i> 132,000	291,941	438,779	444,669	63.51
Arkansas	<i>b</i> 46,600	<i>b</i> 54,700	<i>b</i> 148,714	195,401	213,372	63.20
Oklahoma				63,718	84,905	62.36
Indian Territory					<i>b</i> 14,830	<i>b</i> 60.25
North Central Division:						
Ohio	432,452	476,279	549,269	616,365	614,305	74.05
Indiana	295,071	321,659	342,275	429,566	417,017	74.40
Illinois	341,686	431,638	538,310	737,576	755,208	77.90
Michigan	<i>b</i> 193,000	<i>b</i> 240,000	<i>b</i> 282,000	355,226	401,182	78.04
Wisconsin	<i>b</i> 132,000	<i>b</i> 156,000	200,457	<i>b</i> 309,800	282,086	62.11
Minnesota	50,694	<i>b</i> 78,400	127,025	243,224	260,872	62.79
Iowa	211,562	259,836	306,309	373,474	358,438	65.15
Missouri	187,024	<i>b</i> 281,000	384,627	460,012	465,131	66.05
North Dakota			20,694	43,560	56,639	62.82
South Dakota	<i>b</i> 1,040	8,530	48,327	<i>b</i> 68,000	<i>a</i> 72,846	<i>a</i> 68.92
Nebraska	<i>b</i> 14,300	60,156	146,139	181,874	176,680	63.66
Kansas	52,891	137,669	243,300	261,783	<i>a</i> 273,197	<i>a</i> 70.18
Western Division:						
Montana	<i>b</i> 1,100	<i>b</i> 3,000	10,596	<i>b</i> 26,300	31,471	70.12
Wyoming	<i>b</i> 250	1,920	<i>a</i> 4,700	<i>b</i> 9,650	<i>b c</i> 9,650	<i>b c</i> 66.50
Colorado	2,611	12,618	38,715	73,291	87,996	67.07
New Mexico	<i>a</i> 880	3,150	<i>b</i> 13,000	22,433	26,065	68.64
Arizona	0	2,847	4,702	10,177	12,125	60.60
Utah	12,819	17,178	20,967	50,595	57,045	77.61
Nevada	<i>b</i> 1,800	5,401	5,064	4,698	<i>b</i> 5,300	<i>b</i> 71.95
Idaho	<i>b</i> 600	3,863	<i>b</i> 9,500	21,962	34,384	71.36
Washington	<i>b</i> 3,300	10,546	36,946	74,717	101,088	67.50
Oregon	<i>b</i> 15,000	27,435	43,833	64,411	64,219	69.51
California	64,286	100,966	146,589	197,395	212,884	73.72

a In 1901-2.*b* Approximately.*c* In 1899-1900.*d* In 1903-1901.*e* Returns imperfect.

DIAGRAM 3.—Length of school term.

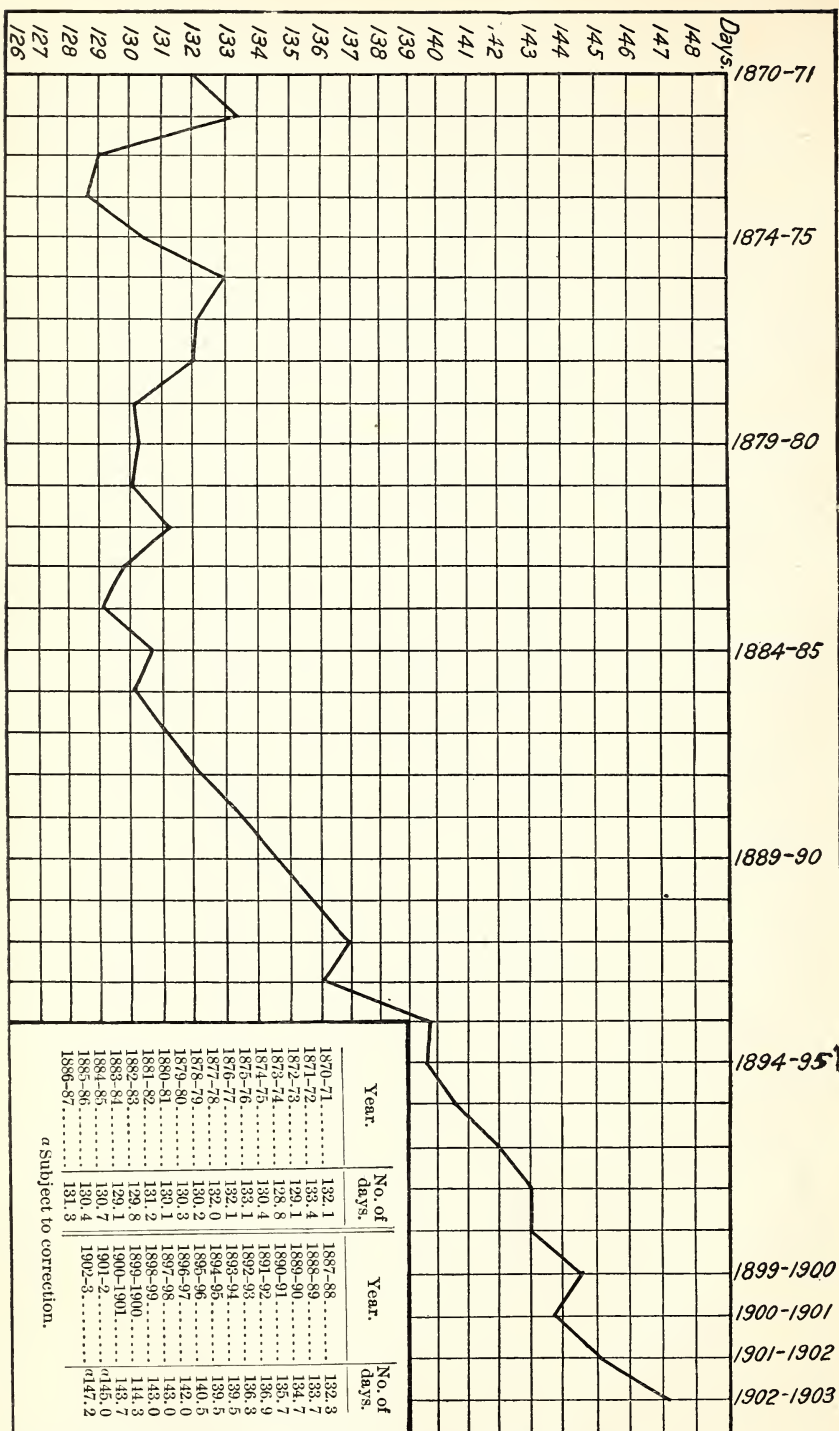


TABLE 8.—(1) Average length of school term at various periods; (2) aggregate number of days' schooling given to all pupils; (3) the same compared with the school population and the enrollment (columns 8 and 9).

State or Territory.	Average number of days the schools were kept during the year. ^a					Aggregate number of days' schooling given in 1902-3.	Average number of days' schooling given for every child 5 to 18 years of age in 1902-3.	Average number of days attended by each pupil enrolled in 1902-3.
	1870-71.	1879-80.	1889-90.	1899-1900.	1902-3.			
1	2	3	4	5	6	7	8	9
United States	132.1	130.3	134.7	144.3	147.2	1,627,405,037	71.8	101.7
North Atlantic Division ..	152.0	159.2	166.6	177.5	178.5	498,978,563	92.3	132.1
South Atlantic Division ..	97.4	92.4	99.9	112.1	118.0	170,377,602	49.0	74.3
South Central Division ..	91.6	79.2	88.2	99.8	105.6	215,423,191	43.9	68.0
North Central Division ..	133.9	139.8	148.0	155.9	156.9	648,680,902	83.6	110.7
Western Division	119.2	129.2	135.0	141.5	146.3	93,944,779	85.3	103.4
North Atlantic Division:								
Maine.....	98	109	112	141	143	13,931,632	85.4	105.2
New Hampshire.....	70	105.3	117.7	147.65	140.05	66,901,664	67.5	102.6
Vermont.....	115.6	125.5	136	156.15	155	7,547,917	93.0	113.5
Massachusetts.....	169	177	177	189	186	72,282,576	109.5	148.9
Rhode Island.....	170	184	188	191	190	9,782,580	91.6	140.1
Connecticut.....	172.4	179	182.5	189.01	188.83	22,514,390	102.8	140.8
New York.....	176	178.5	186.5	175	177	175,118,017	95.7	139.3
New Jersey.....	178	192	192	186	182	43,824,651	86.9	127.2
Pennsylvania.....	127.2	133.4	147.6	166.6	166.4	147,075,136	84.0	123.2
South Atlantic Division:								
Delaware.....	132	158	166	170.1	170.1	44,303,530	85.5	116.6
Maryland.....	183	187	184	183	190	25,747,850	74.9	114.9
District of Columbia..	200	193	178	179	174	6,618,612	104.0	135.8
Virginia.....	93.2	112.8	118.2	120	122	27,421,818	45.2	73.0
West Virginia.....	76.8	90	97	106	123	19,118,628	60.8	79.4
North Carolina.....	150	50	59.25	70.5	86.9	33,366,983	35.5	50.3
South Carolina.....	100	70	69.6	88.4	93	19,207,690	39.7	66.5
Georgia.....	59	65	83.3	112.0	118	36,627,200	46.9	73.0
Florida.....			120	93	94	67,965,291	45.5	70.9
South Central Division:								
Kentucky.....	110	102	94	117.5	90	27,885,240	40.3	55.6
Tennessee.....	77	68	86	96	96	32,892,576	49.1	66.7
Alabama.....	66.5	81.3	73.5	78.3	102.5	24,600,000	38.3	67.4
Mississippi.....	110	74.5	86	101.2	123	28,680,525	51.8	71.1
Louisiana.....	65	78.8	100.6	120	130	20,253,220	42.5	97.0
Texas.....	140	71.7	100	108.2	116	51,572,823	46.9	73.7
Arkansas.....			75	77.5	92	19,630,224	42.5	58.1
Oklahoma.....				95.3	89	7,556,545	48.7	55.5
Indian Territory.....					158.6	2,352,038	15.1	95.6
North Central Division:								
Ohio.....	165	152	166.5	165	165	101,360,325	88.9	122.2
Indiana.....	98.5	136	130	152	146	60,884,482	84.1	108.6
Illinois.....	146.7	150	155.4	152	160	120,833,317	86.2	124.6
Michigan.....	140	150	156	163.8	165	66,195,030	97.3	128.8
Wisconsin.....	155	165	158.6	160	166	50,969,057	79.6	112.2
Minnesota.....	83	94	128	169	158.6	41,356,412	74.4	99.5
Iowa.....	130	148	156	160	160	57,350,080	86.1	104.2
Missouri.....	90	104	129.4	144	144	67,725,996	71.1	96.2
North Dakota.....			113	155.7	150	8,495,850	79.2	94.2
South Dakota.....			145	129.1	129	6,643,178	70.1	91.2
Nebraska.....	72	82	140	135	138	29,512,652	89.3	106.3
Kansas.....	116	120	135	126.25	125.75	34,354,523	78.7	88.3
Western Division:								
Montana.....	89	96	142.7	107	107	3,367,397	54.5	75.0
Wyoming.....	200	119	120	110	110	1,064,000	43.9	73.3
Colorado.....	92	132	144.4	149.8	153.12	13,473,948	95.0	102.7
New Mexico.....	111	111	67	96.6	88	2,293,720	36.4	60.4
Arizona.....	0	109	126	125	128	1,552,000	44.9	77.6
Utah.....	152	128	133	151	151	8,007,342	83.1	108.9
Nevada.....	142	143	140	154	155.6	824,680	94.8	112.0
Idaho.....	45	94	69.8	106	124.2	4,270,493	81.3	88.6
Washington.....	80	91	97.2	127.6	116.2	11,746,426	79.8	78.4
Oregon.....	90	90	118.2	116.6	158	9,877,181	83.9	106.9
California.....	123	146.6	157.6	166.2	176	37,467,584	105.1	129.7

^a Certain States report their school term in months; these months have been reduced to days by multiplying by 20 in each case.

^b In 1901-2.

^c In 1899-1900.

^d Approximately.

^e In 1900-1901.

^f Returns imperfect.

^g In 1893-94.

^h In 1897-98.

TABLE 9.—*Number and sex of teachers—Percentage of male teachers.*

State or Territory.	Whole number of different teachers employed.			Percentage of male teachers.				
	Male.	Female.	Total.	1870-71.	1879-80.	1889-90.	1899-1900.	1902-3.
1	2	3	4	5	6	7	8	9
United States	117, 035	332, 252	449, 287	41.0	42.8	34.5	29.9	26.0
North Atlantic Division...	17, 388	95, 005	112, 393	26.2	28.8	20.0	18.4	15.5
South Atlantic Division...	18, 778	32, 685	51, 463	63.8	62.5	49.1	40.7	36.5
South Central Division...	29, 465	39, 076	68, 541	67.5	67.2	57.5	47.4	43.0
North Central Division...	45, 673	144, 087	189, 760	43.2	41.7	32.4	28.3	24.1
Western Division	5, 731	21, 399	27, 130	45.0	40.3	31.1	24.7	21.1
North Atlantic Division:								
Maine	a 801	a 5, 863	6, 664	a 24.4	a 27.2	a 16.0	a 16.4	a 12.0
New Hampshire	b 207	b 2, 169	b 2, 376	15.0	16.8	9.8	8.9	b 8.7
Vermont	356	2, 651	3, 007	16.5	16.8	12.0	13.6	11.8
Massachusetts	1, 273	13, 076	14, 299	12.7	13.2	9.8	8.8	8.9
Rhode Island	171	1, 865	2, 036	a 20.4	20.2	12.6	9.5	8.3
Connecticut	a 400	a 4, 043	4, 443	a 22.1	a 22.8	a 13.4	a 9.0	a 9.0
New York	4, 909	34, 916	39, 825	22.9	26.0	16.9	14.9	12.3
New Jersey	1, 028	7, 266	8, 294	32.5	28.5	18.4	12.9	12.4
Pennsylvania	8, 243	23, 206	31, 449	42.8	45.5	34.2	32.0	26.2
South Atlantic Division:								
Delaware	c 210	c 621	c 831	a 29.9	a 46.6	a 31.0	25.3	c 25.3
Maryland	d 1, 071	d 3, 965	d 5, 036	45.0	42.6	27.8	21.7	d 21.3
District of Columbia ..	173	1, 198	1, 371	8.2	7.8	13.0	13.1	12.6
Virginia	2, 377	6, 667	9, 044	64.5	61.8	41.5	31.5	26.3
West Virginia	3, 854	3, 508	7, 362	79.0	75.2	63.4	57.9	52.3
North Carolina	b 3, 976	b 4, 755	b 8, 731	a 73.2	a 71.3	59.1	49.4	b 45.5
South Carolina	a 2, 588	a 3, 359	5, 947	62.4	59.5	49.6	a 43.5	a 43.5
Georgia	3, 630	6, 712	10, 342	71.4	a 65.2	53.3	44.0	35.1
Florida	b 899	b 1, 900	b 2, 799	a 65.7	61.6	48.0	36.9	b 32.1
South Central Division:								
Kentucky	a 4, 513	a 5, 936	a 10, 449	a 66.0	64.6	49.8	45.5	a 43.2
Tennessee	4, 652	5, 080	9, 732	a 75.0	74.4	61.8	a 54.0	47.8
Alabama	b 3, 103	b 3, 200	b 6, 303	66.8	63.8	62.9	30.1	b 49.2
Mississippi	3, 028	5, 894	8, 922	a 60.8	61.2	49.6	44.2	33.9
Louisiana	1, 339	3, 479	4, 818	50.9	46.1	44.7	47.9	27.8
Texas	7, 024	9, 626	16, 650	a 77.3	a 75.0	61.1	48.9	42.2
Arkansas	4, 198	3, 276	7, 474	a 75.6	78.4	68.5	59.7	56.2
Oklahoma	1, 842	2, 096	3, 438	.....	.....	.....	42.8	39.0
Indian Territory ^e	a 266	a 489	755	.....	.....	.....	.....	a 35.2
North Central Division:								
Ohio	9, 561	17, 090	26, 651	43.2	47.8	43.1	40.4	35.9
Indiana	6, 760	9, 281	16, 041	60.5	57.5	51.1	46.2	42.1
Illinois	6, 504	20, 596	27, 100	43.5	39.7	32.5	26.4	24.0
Michigan	2, 795	13, 879	16, 674	26.3	29.2	22.3	20.3	16.8
Wisconsin	2, 059	11, 492	13, 551	a 28.8	28.9	19.8	18.4	15.2
Minnesota	1, 769	10, 850	12, 619	33.7	35.9	23.9	19.4	14.0
Iowa	3, 733	25, 554	29, 287	39.0	33.6	20.6	17.2	12.7
Missouri	5, 447	11, 476	16, 923	65.3	58.1	44.4	37.6	32.2
North Dakota	1, 162	3, 682	4, 844	a 24.7	a 40.8	28.3	28.8	24.0
South Dakota	b 1, 007	b 4, 045	b 5, 052			29.0	24.4	b 19.9
Nebraska	1, 490	7, 819	9, 309	51.9	40.7	27.1	21.8	16.0
Kansas	b 3, 386	b 8, 323	b 11, 709	47.2	45.1	40.8	32.7	b 28.9
Western Division:								
Montana	216	1, 052	1, 268	a 60.3	38.5	22.9	16.6	17.0
Wyoming	c 89	c 481	c 570	a 28.6	44.3	22.4	15.6	c 15.6
Colorado	744	3, 275	4, 019	48.8	36.4	26.2	20.9	18.5
New Mexico	301	402	793	a 91.7	78.0	a 62.2	a 55.2	49.3
Arizona	115	359	474	.....	47.5	38.8	27.3	24.3
Utah	556	1, 106	1, 662	55.0	54.5	46.6	36.5	33.5
Nevada	28	290	318	32.4	46.7	16.3	11.1	8.8
Idaho	365	969	1, 334	a 64.3	57.4	a 33.4	31.2	27.4
Washington	1, 069	3, 376	4, 445	a 46.5	37.4	40.6	28.9	24.0
Oregon	883	3, 031	3, 914	a 51.7	48.3	43.3	28.4	22.6
California	1, 275	7, 058	8, 333	40.0	33.6	21.4	17.8	15.3

^a Approximately.^b In 1901-2.^c In 1899-1900.^d In 1900-1901.^e Returns imperfect.

TABLE 10.—*Teachers' wages—Number of schoolhouses—Value of school property—Private school enrollment.*

State or Territory.	Average monthly salaries of teachers.		Number of buildings used as schoolhouses. <i>a</i>	Estimated value of all public school property.	Private schools. *		
	Males.	Females.			Number of pupils enrolled.	Total public and private enrollment.	Per cent of pupils in private schools.
1	2	3	4	5	6	7	8
United States.....	<i>b</i> \$49.98	<i>b</i> \$40.51	256,789	\$643,903,228	1,204,700	17,214,061	7.00
North Atlantic Division.	<i>b</i> 58.64	<i>b</i> 39.50	42,951	267,074,473	449,400	4,225,804	10.63
South Atlantic Division.	<i>b</i> 30.84	<i>b</i> 29.02	38,686	25,473,950	103,200	2,396,943	4.31
South Central Division..	<i>b</i> 42.97	<i>b</i> 34.79	54,045	31,384,806	152,200	3,322,512	4.58
North Central Division..	53.96	41.09	106,636	266,332,992	447,200	6,307,568	7.09
Western Division.....	70.82	59.35	14,471	53,637,007	52,700	961,234	5.48
North Atlantic Division:							
Maine.....	37.37	27.60	3,949	4,698,390	.....	.....	.....
New Hampshire.....	<i>c d</i> 43.58	<i>c d</i> 29.11	<i>c</i> 1,847	<i>c</i> 4,155,616	<i>c</i> 11,543	<i>c</i> 78,793	<i>c</i> 14.65
Vermont.....	47.16	29.68	2,244	2,884,136	4,000	70,497	5.67
Massachusetts.....	145.27	54.61	<i>e</i> 4,289	49,934,764	92,525	578,008	16.01
Rhode Island.....	119.06	51.90	544	5,758,485	18,343	88,167	20.89
Connecticut.....	102.44	45.26	1,601	12,321,392	29,548	189,483	15.59
New York.....	.....	.....	11,863	99,668,241	188,484	1,445,358	13.04
New Jersey.....	.....	.....	1,953	19,129,748	<i>f</i> 47,453	<i>f</i> 370,028	<i>f</i> 12.82
Pennsylvania.....	44.82	34.11	14,661	68,523,701	41,906	1,235,575	3.39
South Atlantic Division:							
Delaware.....	<i>g h</i> 36.60	<i>g h</i> 34.08	<i>f</i> 550	<i>f</i> 1,043,997	.....	.....	.....
Maryland (1900-1901)	.....	.....	2,535	<i>h</i> 4,790,000	.....	.....	.....
District of Columbia..	<i>i</i> 91.48	<i>i</i> 64.31	143	<i>j</i> 5,253,594	<i>k</i> 5,000	<i>k</i> 47,464	<i>k</i> 10.53
Virginia.....	34.56	27.20	7,412	3,907,064	<i>l</i> 15,500	391,100	<i>l</i> 3.96
West Virginia.....	.....	.....	6,327	4,526,185	<i>m</i> 1,894	<i>m</i> 220,709	<i>m</i> 0.86
North Carolina.....	26.72	24.28	<i>e</i> 7,293	1,629,803	<i>n</i> 26,198	<i>n</i> 361,556	<i>n</i> 7.25
South Carolina.....	<i>i</i> 25.96	<i>i</i> 23.20	5,008	<i>h</i> 1,000,000	.....	.....	.....
Georgia.....	.....	.....	7,082	2,256,403	<i>o</i> 27,285	<i>o</i> 442,932	<i>o</i> 6.16
Florida.....	<i>e</i> 39.68	<i>e</i> 33.67	<i>e</i> 2,336	<i>c</i> 1,066,904	<i>c</i> 2,000	<i>c</i> 114,384	<i>c</i> 1.76
South Central Division:							
Kentucky.....	<i>e</i> 50.90	<i>e</i> 39.18	8,561	<i>h</i> 6,117,962	17,480	518,962	3.37
Tennessee.....	41.00	33.70	7,274	4,052,891	32,352	525,128	6.16
Alabama.....	<i>f</i> 31.00	<i>f</i> 27.00	<i>e p</i> 7,058	<i>c</i> 2,200,000	<i>q</i> 26,722	<i>q</i> 388,722	<i>q</i> 6.87
Mississippi.....	33.54	29.46	7,249	2,190,000	7,500	411,147	1.82
Louisiana.....	36.25	31.43	<i>e</i> 3,433	<i>l</i> 2,680,000	14,497	223,234	6.49
Texas.....	56.00	42.30	<i>e</i> 11,326	<i>c</i> 9,288,557	.....	.....	.....
Arkansas.....	<i>r</i> 36.17	<i>r</i> 32.75	5,478	3,126,646	8,339	345,928	2.41
Oklahoma.....	<i>q</i> 31.93	<i>q</i> 26.20	3,090	<i>c</i> 1,618,850	.....	.....	.....
Indian Territory <i>s</i>.....	.....	.....	<i>e h</i> 576	<i>t</i> 109,900	<i>u</i> 4,968	29,583	<i>u</i> 16.79
North Central Division:							
Ohio.....	45.00	40.00	13,115	50,006,648	34,288	863,908	3.97
Indiana.....	<i>c</i> 66.80	<i>c</i> 48.00	9,375	24,840,870	<i>v</i> 4,500	<i>v</i> 561,231	<i>v</i> 0.80
Illinois.....	65.83	55.62	12,880	56,612,707	<i>c</i> 144,471	<i>c</i> 1,116,312	<i>c</i> 12.94
Michigan.....	54.76	38.72	8,201	23,634,768	50,788	564,881	8.99
Wisconsin.....	81.93	40.78	7,361	17,451,867	<i>w</i> 29,808	483,994	<i>w</i> 6.16
Minnesota.....	55.40	38.87	7,771	20,195,785	<i>x</i> 20,073	<i>x</i> 372,165	<i>x</i> 5.39
Iowa.....	45.99	32.60	13,968	21,203,610	<i>u</i> 49,591	599,793	<i>u</i> 8.27
Missouri.....	44.55	42.00	10,551	23,339,117	53,405	757,598	7.05
North Dakota.....	45.46	39.00	3,180	3,288,721	.....	.....	.....
South Dakota.....	<i>c</i> 40.03	<i>c</i> 33.52	<i>e</i> 4,380	<i>c</i> 3,643,384	<i>m</i> 1,888	<i>m</i> 89,914	<i>m</i> 2.10
Nebraska.....	52.03	40.84	6,748	10,455,045	.....	.....	.....
Kansas.....	<i>c</i> 44.24	<i>c</i> 36.55	<i>c</i> 9,106	<i>c</i> 11,660,470	.....	.....	.....

* The reports of private schools are more or less incomplete, and the number of pupils as given may be taken to represent the minimum number of private pupils in the States furnishing this item. In forming the totals the States not reporting are estimated.

a Including buildings rented.

b Average for those States reporting salaries.

c In 1901-2.

d High-school teachers' wages not included.

e Number of schools.

f In 1899-1900.

g In 1889-90.

h Approximately.

i In 1897-98.

j Total cost of sites and buildings.

k In 1895-96.

l Estimated.

m In 1893-94.

n In 1891-92.

o In 1892-93.

p In 1896-97.

q In 1898-99.

r Excluding the wages of teachers holding State certificates.

s Returns imperfect.

t "Public-school" property only.

u Includes some college students.

v In 1900-1901.

w Statistics incomplete.

x In 1894-95.

TABLE 10.—*Teachers' wages—Number of schoolhouses—Value of school property—Private school enrollment—Continued.*

State or Territory.	Average monthly salaries of teachers.		Number of build-ings used as school-houses.	Estimated value of all public school property.	Private schools.		
	Males.	Females.			Number of pupils enrolled.	Total public and private enrollment.	Per cent of pupils in private schools.
1	2	3	4	5	6	7	8
Western Division:							
Montana	\$76.89	\$52.04	734	\$4,832,014	1,839	46,720	3.94
Wyoming	<i>a</i> 73.68	<i>a</i> 43.36	<i>a</i> 524	<i>a</i> 463,607	<i>b</i> 175	<i>b</i> 11,428	<i>b</i> 1.53
Colorado	69.63	53.04	1,891	7,868,118	2,018	133,218	1.51
New Mexico	<i>c</i> 64.77	<i>c</i> 64.77	<i>d</i> 694	716,515	5,421	43,393	12.49
Arizona	80.33	67.53	464	758,129	1,403	21,411	6.55
Utah	71.11	48.31	667	3,383,018	<i>e</i> 2,814	<i>e</i> 79,345	<i>e</i> 3.55
Nevada	108.69	63.64	235	<i>c</i> 304,690	<i>c f</i> 343	<i>c</i> 7,295	<i>c f</i> 4.70
Idaho	63.00	53.00	985	1,577,398	.....	.....	.....
Washington	57.54	46.82	2,365	7,737,672	5,981	155,734	3.84
Oregon	51.30	40.02	2,159	3,894,083	5,345	97,735	5.47
California	97.21	80.44	3,753	22,111,763	<i>c g</i> 24,350	<i>c</i> 302,680	<i>c g</i> 8.04

a In 1899-1900.*b* In 1894-95.*c* In 1901-2.*d* Number of schools.*e* In 1900-1901.*f* Reported by school census enumerators as attending private schools.*g* Includes only children 5 to 17 (as reported by school census enumerators) who have attended private but not public schools during the year.

TABLE 11.—(1) *Length of school term.* (2) *The aggregate number of days' schooling given compared with the school population.*

Year.	Average length of school term, in days.						Average number of days schooling given for every child 5 to 18 years of age.					
	The United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	The United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
1870-71	132.1	152.0	97.4	91.6	133.9	119.2	48.7	70.2	18.1	21.8	59.6	45.9
1871-72	133.4	151.9	103.4	97.7	136.1	121.8	49.5	68.9	20.3	25.8	59.8	46.0
1872-73	129.1	154.6	97.4	89.1	129.6	118.3	47.8	67.9	21.7	23.4	56.8	45.0
1873-74	128.8	154.8	95.6	81.1	132.6	119.0	49.6	70.4	24.5	21.9	59.8	46.1
1874-75	130.4	158.7	95.2	81.0	134.6	132.5	51.0	72.9	26.1	23.5	60.2	53.6
1875-76	133.1	158.0	95.6	82.5	139.1	130.3	51.4	73.7	26.8	20.1	62.2	54.4
1876-77	132.1	157.2	91.4	80.3	139.8	130.1	51.1	73.6	26.3	19.8	62.3	54.3
1877-78	132.0	157.6	89.7	86.7	140.1	129.9	53.2	75.6	26.8	24.3	64.3	54.5
1878-79	130.2	160.1	88.6	81.9	136.4	132.0	52.0	75.0	25.7	23.9	62.3	56.7
1879-80	130.3	159.2	92.4	79.2	139.8	129.2	53.1	74.5	29.3	24.2	64.4	54.9
1880-81	130.1	158.7	92.4	82.1	138.8	133.8	52.0	72.2	28.5	25.0	62.7	56.9
1881-82	131.2	160.6	95.9	82.5	137.1	136.2	52.9	73.3	30.6	25.6	63.2	58.0
1882-83	129.8	161.0	95.9	82.5	137.1	132.6	53.8	74.4	32.0	26.8	63.9	57.3
1883-84	129.1	156.0	95.6	85.9	138.6	133.8	55.5	72.5	32.7	30.0	67.7	61.6
1884-85	130.7	163.1	93.4	87.5	139.1	131.8	56.8	77.2	33.7	31.4	67.3	58.3
1885-86	130.4	161.6	93.4	86.9	140.4	130.8	57.3	76.7	33.7	32.0	68.7	59.6
1886-87	131.3	165.9	95.3	87.5	139.5	131.6	57.7	77.8	34.8	32.1	68.7	59.1
1887-88	132.3	164.4	95.7	87.6	144.0	130.7	58.7	76.8	35.5	33.6	71.3	57.3
1888-89	133.7	164.1	95.0	88.9	147.5	135.7	58.9	76.7	35.4	34.0	71.6	61.7
1889-90	134.7	166.6	99.9	88.2	148.0	135.0	59.2	76.8	37.3	33.9	71.9	61.2
1890-91	135.7	168.1	103.8	92.0	145.8	136.9	60.7	78.1	38.1	35.8	73.2	65.9
1891-92	136.9	169.1	105.3	94.1	146.8	139.1	61.5	78.3	38.2	37.7	73.6	71.1
1892-93	136.3	169.6	103.4	93.0	146.6	138.8	62.3	78.7	39.2	37.5	75.1	70.8
1893-94	139.5	172.3	108.3	97.5	150.2	137.1	65.9	82.2	42.4	41.3	79.1	72.4
1894-95	139.5	172.8	106.5	92.8	150.8	142.4	66.9	84.8	42.0	39.0	81.0	77.6
1895-96	140.5	175.5	107.8	92.2	151.9	142.0	68.1	86.8	42.1	39.8	82.3	78.7
1896-97	142.0	173.3	110.9	96.3	152.8	148.6	69.7	88.9	43.0	42.3	83.1	82.5
1897-98	143.0	174.3	113.8	97.4	152.8	151.7	71.2	90.4	46.9	42.5	84.8	82.1
1898-99	143.0	174.0	112.3	98.4	154.5	141.6	70.0	90.0	43.6	43.3	83.3	76.3
1899-1900	144.3	177.5	112.1	99.8	155.9	141.5	71.8	91.0	45.4	44.8	85.7	76.7
1900-1901	143.7	177.1	113.2	98.2	155.6	140.3	70.3	90.4	47.7	42.1	83.0	77.0
1901-2	144.7	177.4	115.0	101.2	155.1	144.3	71.9	91.7	48.5	43.8	84.7	82.4
1902-3 ^a	147.2	178.5	118.0	105.6	156.9	146.3	71.8	92.3	49.0	43.9	83.6	85.3

^a Subject to correction.

TABLE 12.—*School moneys received.*

State or Territory.	Income of permanent school funds and rent of school lands.	From taxation.			From other sources, State and local.	Total revenue (excluding balances on hand and proceeds of bond sales).
		From State taxes.	From local taxes.	Total from taxation.		
1	2	3	4	5	6	7
United States	\$12, 102, 581	\$40, 455, 815	\$173, 730, 858	\$214, 186, 673	\$25, 347, 865	\$251, 637, 119
North Atlantic Division ...	924, 116	13, 321, 318	70, 958, 270	84, 279, 588	12, 835, 878	98, 039, 582
South Atlantic Division....	307, 769	4, 965, 143	7, 809, 696	12, 774, 839	1, 452, 709	14, 535, 317
South Central Division....	2, 474, 119	7, 301, 193	6, 664, 277	13, 965, 470	1, 455, 236	17, 894, 825
North Central Division....	5, 882, 698	9, 350, 759	75, 883, 950	85, 234, 709	7, 886, 671	98, 954, 078
Western Division	2, 513, 879	5, 517, 402	12, 414, 665	17, 932, 067	1, 767, 371	22, 213, 317
North Atlantic Division:						
Maine.....	61, 869	<i>a</i> 557, 173	<i>a</i> 1, 452, 664	2, 009, 837	0	2, 071, 706
N. Hampshire (1901-02) ..	13, 814	54, 729	887, 372	942, 101	73, 276	1, 029, 191
Vermont.....	78, 618	143, 776	842, 836	986, 612	38, 249	1, 103, 479
Massachusetts.....	<i>b</i> 107, 679	<i>c</i> 126, 799	14, 702, 443	14, 829, 242	233, 149	15, 170, 070
Rhode Island.....	15, 301	133, 641	1, 496, 144	1, 629, 785	78, 041	1, 723, 127
Connecticut.....	142, 619	363, 352	2, 741, 182	3, 104, 534	210, 510	3, 457, 663
New York <i>d</i> (1901-1902) ..	272, 477	3, 871, 443	27, 062, 750	30, 934, 193	<i>e</i> 6, 530, 984	37, 737, 654
New Jersey.....	231, 739	2, 754, 351	4, 651, 467	7, 405, 818	61, 259	7, 698, 816
Pennsylvania.....	0	5, 316, 054	17, 121, 412	22, 437, 466	5, 610, 410	28, 047, 876
South Atlantic Division:						
Delaware (1899-1900).....	<i>f</i> 117, 379	89, 432	175, 735	265, 167	25, 030	407, 576
Maryland (1900-1901) ..	53, 357	716, 243	1, 665, 523	2, 381, 766	170, 156	2, 605, 279
District of Columbia.....	0	0	<i>g</i> 1, 540, 279	1, 540, 279	0	1, 540, 279
Virginia.....	54, 220	1, 008, 761	1, 008, 542	2, 017, 303	65, 367	2, 136, 890
West Virginia.....	<i>d</i> 52, 000	<i>d</i> 392, 852	1, 950, 547	2, 343, 399	0	2, 395, 399
North Carolina.....	0	1, 118, 018	<i>h</i> 34, 681	1, 152, 699	235, 091	1, 387, 790
South Carolina.....	0	<i>i</i> 756, 979	166, 859	923, 838	195, 386	1, 119, 224
Georgia.....	(<i>J</i>)	800, 000	593, 257	1, 393, 257	747, 132	2, 140, 389
Florida (1901-2).....	30, 813	82, 858	<i>i</i> 674, 273	757, 131	14, 547	802, 491
South Central Division:						
Kentucky <i>d</i>	(<i>J</i>)	1, 695, 575	882, 713	2, 578, 288	144, 851	2, 723, 139
Tennessee.....	135, 868	0	1, 684, 088	1, 684, 088	273, 778	2, 093, 734
Alabama (1901-2).....	154, 238	806, 580	806, 580	806, 580	1, 753	962, 571
Mississippi.....	187, 746	<i>i</i> 1, 250, 000	296, 668	1, 546, 668	124, 576	1, 858, 990
Louisiana.....	79, 293	469, 544	<i>i</i> 890, 372	1, 359, 916	127, 008	1, 566, 217
Texas.....	1, 685, 418	2, 527, 687	1, 324, 793	3, 852, 480	132, 971	5, 670, 869
Arkansas.....	0	551, 807	897, 206	1, 449, 013	185, 881	1, 634, 894
Oklahoma (1901-2).....	<i>l</i> 231, 556	0	620, 014	620, 014	45, 465	897, 035
Indian Territory <i>m</i>	0	0	<i>n</i> 68, 423	68, 423	<i>o</i> 418, 953	487, 376
North Central Division:						
Ohio.....	241, 192	1, 866, 995	13, 045, 507	14, 912, 502	881, 022	16, 034, 716
Indiana (1901-2).....	<i>d</i> 562, 190	<i>d</i> 1, 667, 115	5, 731, 817	7, 398, 932	624, 233	8, 585, 355
Illinois.....	843, 303	1, 000, 000	17, 055, 475	18, 055, 475	962, 160	19, 860, 938
Michigan (1901-2).....	340, 105	<i>p</i> 1, 668, 768	5, 988, 600	7, 657, 368	687, 209	8, 684, 682
Wisconsin (1901-2).....	172, 375	1, 445, 926	4, 840, 124	6, 286, 050	717, 470	7, 175, 895
Minnesota.....	1, 345, 097	229, 908	4, 838, 706	5, 068, 614	<i>q</i> 1, 125, 375	7, 539, 086
Iowa.....	214, 525	0	8, 901, 191	8, 901, 191	1, 210, 616	10, 326, 332
Missouri.....	678, 164	983, 208	5, 839, 304	6, 822, 512	520, 733	8, 021, 409
North Dakota.....	268, 956	312, 602	1, 175, 556	1, 488, 158	85, 683	1, 842, 797
South Dakota (1901-2) ..	357, 527	0	1, 600, 259	1, 600, 259	68, 730	2, 026, 516
Nebraska.....	474, 270	176, 237	2, 872, 306	3, 048, 543	812, 150	4, 334, 963
Kansas (1901-2).....	<i>r</i> 384, 994	0	3, 995, 105	3, 995, 105	141, 290	4, 521, 389

a Includes balance.*b* From State fund; some income from local funds is included in "other sources."*c* Reimbursement for superintendents' and teachers' salaries, high school tuition, and school-state wards.*d* Approximately.*e* Includes receipts from sale of bonds.*f* May include some State taxes.*g* Includes United States appropriation.*h* Returns incomplete; State superintendent estimates \$150,000 local taxes.*i* Includes poll tax.*j* Not reported separately.*k* Not reported.*l* Apportionment of Territorial and county school fund.*m* Returns imperfect.*n* For "public schools."*o* Some funds from taxation may be included.*p* Surplus of specific taxes, transferred to "primary school interest fund."*q* Includes proceeds of bonds sold.*r* Includes some receipts from "other sources."

TABLE 12.—*School moneys received*—Continued.

State or Territory.	Income of permanent school funds and rent of school lands.	From taxation.			From other sources, State and local.	Total revenue (excluding balances on hand and proceeds of bond sales).
		From State taxes.	From local taxes.	Total from taxation.		
1	2	3	4	5	6	7
Western Division:						
Montana	^a \$114,727	\$493,236	\$585,069	\$1,078,305	\$84,710	\$1,277,742
Wyoming (1899-1900).....	43,265	0	223,266	223,266	25,223	291,754
Colorado	144,967	941,230	2,523,296	3,464,526	619,303	4,228,796
New Mexico.....	^b 8,932	^c ^d 213,242	(^e)	213,242	^f 104,296	326,470
Arizona	0	25,761	266,529	292,290	79,366	371,656
Utah	(^g)	418,981	896,306	1,315,287	146,398	1,461,685
Nevada (1901-2)	123,072	10,905	101,229	112,134	17	235,223
Idaho	51,006	0	532,356	532,356	365,544	948,906
Washington	1,681,926	0	1,523,867	1,523,867	69,000	3,274,793
Oregon (1901-2).....	169,875	0	1,874,968	1,874,968	112,105	2,156,948
California	176,109	^h 3,414,047	3,887,779	7,301,826	161,409	7,639,344

^a Includes proceeds of school land sales.^b In 1901-2.^c Approximately.^d Includes local taxes.^e Not reported separately.^f Includes poll tax.^g Included in State taxes.^h Includes taxes on polls, railroads, and collateral inheritances.

TABLE 13.—*The school revenue compared with the school population and the adult male population (21 years and upward); percentage analysis of the school revenue.*

State or Territory.	Amount raised for each person 5 to 18 years of age.	Amount raised per adult male.	Amount each adult male must contribute to provide \$1 for each person 5-18 years.	Per cent of the whole revenue derived from—			
				Permanent funds and rents.	State taxes.	Local taxes.	Other sources.
1	2	3	4	5	6	7	8
United States.....	\$11.17	\$11.32	\$1.02	4.81	16.08	69.04	10.07
North Atlantic Division.....	18.13	14.88	.82	0.94	13.59	72.38	13.09
South Atlantic Division.....	4.18	5.56	1.33	2.12	34.16	53.73	9.99
South Central Division.....	3.65	4.98	1.37	13.82	40.80	37.25	8.13
North Central Division.....	12.75	12.55	.98	5.94	9.45	76.69	7.92
Western Division.....	20.16	14.28	.71	11.32	24.84	55.89	7.95
North Atlantic Division:							
Maine.....	12.70	9.39	.74	2.99	<i>a</i> 26.89	<i>a</i> 70.12	0.00
New Hampshire (1901-1902).....	11.29	7.65	.68	1.34	5.32	86.22	7.12
Vermont.....	13.59	10.07	.74	7.12	13.03	76.38	3.47
Massachusetts.....	22.98	16.97	.74	<i>b</i> 0.71	<i>c</i> 0.83	96.92	1.54
Rhode Island.....	16.13	12.77	.79	0.89	7.76	86.82	4.53
Connecticut.....	15.78	11.73	.74	4.13	10.51	79.28	6.08
New York ^d (1901-1902).....	20.61	16.40	.80	0.72	10.26	71.71	<i>e</i> 17.31
New Jersey.....	15.27	12.94	.85	3.01	35.78	60.42	0.79
Pennsylvania.....	16.02	14.74	.92	0.00	18.95	61.05	20.00
South Atlantic Division:							
Delaware (1899-1900).....	8.10	7.34	.91	<i>f</i> 28.80	21.94	43.12	6.14
Maryland (1900-1901).....	7.58	7.82	1.03	2.05	27.49	63.93	6.53
District of Columbia.....	24.21	17.49	.72	0.00	0.00	<i>g</i> 100.00	0.00
Virginia.....	3.52	4.61	1.31	2.54	47.20	47.20	3.06
West Virginia.....	7.62	9.08	1.19	<i>d</i> 2.17	<i>d</i> 16.40	81.43	0.00
North Carolina.....	2.11	3.18	1.51	0.00	80.56	<i>h</i> 2.50	16.94
South Carolina.....	2.32	3.79	1.64	0.00	<i>i</i> 67.63	14.91	17.46
Georgia.....	2.74	4.05	1.48	(<i>j</i>)	37.38	27.72	34.90
Florida (1901-1902).....	4.58	5.36	1.17	3.84	10.33	<i>i</i> 84.02	1.81
South Central Division:							
Kentucky ^d	3.94	4.81	1.22	(<i>j</i>)	62.26	32.42	5.32
Tennessee.....	3.14	4.14	1.33	6.49	0.00	80.44	13.07
Alabama (1901-1902).....	1.50	2.21	1.47	16.02	83.80	(<i>k</i>)	0.18
Mississippi.....	3.35	5.07	1.51	10.10	<i>i</i> 67.24	15.96	6.70
Louisiana.....	3.29	4.54	1.38	5.06	29.98	<i>i</i> 56.85	8.11
Texas.....	5.15	7.13	1.38	29.72	44.57	23.36	2.35
Arkansas.....	3.54	5.00	1.41	0.00	33.75	54.88	11.37
Oklahoma (1901-1902).....	5.79	6.61	1.14	<i>l</i> 25.81	0.00	69.12	5.07
Indian Territory ^m	3.14	4.31	1.37	0.00	0.00	<i>n</i> 14.04	<i>o</i> 85.96
North Central Division:							
Ohio.....	14.06	12.76	.91	1.51	11.64	81.36	5.49
Indiana (1901-1902).....	11.86	11.45	.97	<i>d</i> 6.55	<i>d</i> 19.42	66.76	7.27
Illinois.....	14.16	13.34	.94	4.25	5.03	85.87	4.85
Michigan (1901-1902).....	12.76	11.61	.91	3.92	<i>p</i> 19.22	68.94	7.92
Wisconsin (1901-1902).....	11.21	12.05	1.08	2.40	20.15	67.45	10.00
Minnesota.....	13.81	14.02	1.02	17.84	3.05	64.18	<i>q</i> 14.93
Iowa.....	15.51	15.52	1.00	2.08	0.00	86.20	11.72
Missouri.....	8.43	9.00	1.07	8.45	12.26	72.80	6.49
North Dakota.....	17.18	17.25	1.00	14.60	16.96	63.80	4.64
South Dakota (1901-1902).....	14.73	16.25	1.10	17.64	0.00	78.97	3.39
Nebraska.....	13.11	14.03	1.07	10.94	4.07	66.26	18.73
Kansas.....	10.36	10.92	1.06	<i>r</i> 8.51	0.00	88.36	3.13

^a Includes balance.^b From State fund; some income from local funds is included in "other sources."^c Reimbursement for superintendents' and teachers' salaries, etc.^d Approximately.^e Includes receipts from sale of bonds.^f May include some State taxes.^g Includes United States appropriation.^h Returns incomplete.ⁱ Includes poll tax.^j Not reported separately.^k Not reported.^l Apportionment of Territorial and county school fund.^m Returns imperfect.ⁿ For "public" schools.^o Some funds from taxation may be included.^p Surplus of specific taxes, transferred to "primary school interest fund."^q Includes proceeds of bonds sold.^r Includes some receipts from "other sources."

TABLE 13.—*The school revenue compared with the school population and the adult male population (21 years and upward); percentage analysis of the school revenue—Cont'd.*

State or Territory.	Amount raised for each person 5 to 18 years of age.	Amount raised per adult male.	Amount each adult male must contribute to provide \$1 for each person 5-18 years.	Per cent of the whole revenue derived from—			
				Perma- nent funds and rents.	State taxes.	Local taxes.	Other sources.
1	2	3	4	5	6	7	8
Western Division:							
Montana	\$20.68	\$10.99	\$0.53	<i>a</i> 8.98	38.60	45.79	6.63
Wyoming (1899-1900)	12.02	7.01	.58	14.83	0.00	76.53	8.64
Colorado	29.82	21.41	.72	3.43	22.26	59.67	14.64
New Mexico	5.18	5.63	1.09	<i>b</i> 2.73	<i>c d</i> 65.32	(<i>e</i>)	<i>f</i> 31.95
Arizona	10.76	7.76	.72	0.00	6.93	71.71	21.36
Utah	15.18	20.37	1.34	(<i>g</i>)	28.66	61.32	10.02
Nevada (1901-1902)	27.05	13.76	.51	52.32	4.64	43.03	0.01
Idaho	18.06	15.51	.86	5.38	0.00	56.10	38.52
Washington	22.25	14.91	.67	51.36	0.00	46.53	2.11
Oregon (1901-1902)	18.75	14.13	.75	7.88	0.00	86.92	5.20
California	21.42	13.35	.62	2.31	<i>h</i> 44.69	50.89	2.11

a Includes proceeds of school land sales.*b* In 1901-2.*c* Approximately.*d* Includes local taxes.*e* Not reported separately.*f* Includes poll tax.*g* Included in State taxes.*h* Includes taxes on polls, railroads, and on collateral inheritances.

TABLE 14.—*Progress of school expenditure.*

State or Territory	Total amount expended for schools.					Expended per capita of total population.				
	1870-71.	1879-80.	1889-90.	1899-1900.	1902-3.	1870-71.	1879-80.	1889-90.	1899-1900.	1902-3.
1	2	3	4	5	6	7	8	9	10	11
United States	\$69,107,612	\$78,094,687	\$140,506,715	\$214,964,618	\$251,457,625	\$1.75	\$1.56	\$2.24	\$2.84	\$3.15
N. Atlantic Div.	29,796,835	28,538,058	48,023,492	83,910,564	98,362,976	2.38	1.97	2.76	3.99	4.44
S. Atlantic Div.	3,781,581	5,130,492	8,767,165	12,921,797	14,686,717	.63	.68	.99	1.24	1.34
S. Central Div.	4,854,834	4,872,829	10,678,680	14,753,816	18,193,734	.73	.55	.97	1.08	1.22
N. Central Div.	28,430,033	35,285,635	62,823,563	86,165,827	99,115,625	2.14	2.03	2.81	3.27	3.61
Western Div.	2,244,329	4,267,673	10,213,815	17,212,614	21,098,573	2.15	2.41	3.37	4.21	4.80
N. Atlantic Div.										
Maine.....	950,662	1,067,991	1,327,553	1,712,795	1,952,083	1.51	1.65	2.01	2.47	2.78
New Hampshire.....	418,545	565,339	844,333	1,052,202	1,167,464	1.30	1.63	2.24	2.56	2.77
Vermont.....	499,961	446,217	711,072	1,074,222	1,093,238	1.51	1.34	2.14	3.13	3.15
Massachusetts.....	5,579,363	4,983,900	8,286,062	13,826,243	15,170,070	3.73	2.80	3.70	4.93	5.10
Rhode Island.....	461,160	526,112	884,966	1,548,675	1,856,376	2.05	1.90	2.56	3.61	4.08
Connecticut.....	1,496,981	1,408,375	2,157,014	3,189,249	3,526,615	2.74	2.26	2.89	3.51	3.69
New York.....	9,607,904	10,296,977	17,543,880	33,421,491	41,418,095	2.17	2.03	2.92	4.60	5.41
Pennsylvania.....	2,302,341	1,873,461	3,340,190	6,608,692	7,824,147	2.48	1.66	2.31	3.51	3.88
S. Atlantic Div.	8,479,918	7,369,682	12,928,422	21,476,995	24,354,888	2.36	1.72	2.46	3.41	3.69
Delaware.....	153,509	207,281	b 275,000	453,670	c 453,670	1.21	1.41	b1.63	2.46	c2.39
Maryland.....	1,214,729	1,544,367	1,910,663	2,803,032	d 2,549,497	1.53	1.65	1.83	2.36	d2.07
District of Columbia.....	373,535	438,567	905,777	1,076,620	1,540,279	2.77	2.47	3.98	3.86	5.25
Virginia.....	587,472	946,109	1,604,509	1,989,238	2,137,365	4.77	.63	.97	1.07	1.11
W. Virginia.....	577,719	707,553	1,198,493	2,009,123	2,403,555	1.26	1.14	1.57	2.10	2.35
N. Carolina.....	177,498	376,062	714,900	950,317	1,523,041	1.26	.27	.44	.50	.77
S. Carolina.....	275,688	324,629	450,936	894,004	1,046,144	.38	.33	.39	.67	.75
Georgia.....	292,000	471,029	1,190,354	1,980,016	2,240,247	.24	.31	.65	.89	.96
Florida.....	129,431	114,895	516,593	765,777	a 792,919	.66	.43	1.32	1.45	a1.40
S. Central Div.										
Kentucky.....	b1,075,000	1,069,030	2,140,678	3,037,908	b 2,662,863	b .80	.65	1.15	1.41	b1.19
Tennessee.....	b 758,000	744,180	1,526,241	1,751,047	2,137,365	b .59	.48	.86	.87	1.03
Alabama.....	b 370,000	b 500,000	b 890,000	923,464	a1,057,906	b .36	b .40	.59	.50	a .55
Mississippi.....	950,000	830,705	1,109,575	1,385,112	1,868,544	1.11	.73	.86	.89	1.15
Louisiana.....	531,834	411,858	817,110	1,135,125	1,551,232	.71	.44	.73	.82	1.06
Texas.....	b 650,000	b1,030,000	3,178,300	4,465,255	5,682,123	b .74	b .65	1.42	1.46	1.73
Arkansas.....	b 520,000	287,056	1,016,776	1,369,810	1,550,697	b1.02	.36	.90	1.04	1.14
Oklahoma.....	.....	.....	.....	686,095	1,179,409	.....	.....	.....	1.72	2.38
Ind. Ter.e.....	.....	.....	.....	.....	481,516	.....	.....	.....	.....	1.06
N. Central Div.										
Ohio.....	6,831,035	7,166,963	10,602,238	13,335,211	15,691,039	2.52	2.24	2.83	3.21	3.65
Indiana.....	b 2,897,537	4,491,850	5,245,218	8,182,526	a 9,216,082	b1.70	2.27	2.39	3.25	a3.53
Illinois.....	6,656,542	7,014,092	11,645,126	17,757,145	20,266,618	2.57	2.28	3.04	3.68	3.96
Michigan.....	2,840,740	2,775,917	5,349,366	7,297,691	8,777,252	2.33	1.70	2.55	3.01	3.50
Wisconsin.....	1,932,539	2,177,023	3,801,212	5,493,370	7,009,159	1.70	1.65	2.25	2.65	3.25
Minnesota.....	960,558	1,328,429	4,187,310	5,630,013	6,774,336	2.06	1.70	3.22	3.21	3.65
Iowa.....	3,269,190	4,484,043	6,382,953	8,496,522	9,834,319	2.70	2.76	3.34	3.81	4.21
Missouri.....	1,749,049	2,675,364	5,434,262	7,816,050	8,363,128	.99	1.23	2.03	2.52	2.59
N. Dakota.....	b 23,000	245,000	{ 626,949	1,526,090	2,140,565	b1.29	1.81	{ 3.43	4.78	5.99
S. Dakota.....	.....	.....	{ 1,199,630	1,605,623	a 1,847,813	.....	.....	{ 3.65	4.00	a4.16
Nebraska.....	365,520	1,108,617	3,376,332	4,403,222	4,390,751	2.61	2.45	3.19	4.13	4.00
Kansas.....	904,323	1,818,337	4,972,967	4,622,364	a 4,804,563	2.24	1.83	3.48	3.14	a3.27
W. Div.										
Montana.....	b 35,600	78,730	364,084	923,310	1,236,253	b1.62	2.01	2.76	3.79	4.46
Wyoming.....	b 7,000	28,504	b 225,000	253,551	c 253,551	b .71	1.37	b3.71	2.74	c2.50
Colorado.....	67,395	395,227	1,681,379	2,793,648	a 3,100,855	1.44	2.03	4.08	5.18	a5.40
N. Mexico.....	b 4,900	28,973	b 85,000	343,429	300,531	b .05	.24	b .56	1.76	1.46
Arizona.....	0	61,172	181,914	299,730	397,972	.....	1.51	3.05	2.42	2.98
Utah.....	b 117,000	132,194	394,685	1,094,757	1,496,056	b1.28	.92	1.90	3.96	5.06
Nevada.....	b 85,000	220,245	161,481	224,622	a 209,484	b1.93	3.54	3.53	5.30	a5.13
Idaho.....	19,003	38,411	169,020	400,043	826,598	1.17	1.18	2.00	2.47	4.50
Washington.....	b 35,000	112,615	958,111	2,375,753	3,580,742	b1.30	1.50	2.74	4.59	6.16
Oregon.....	b 160,000	307,031	805,979	1,584,420	1,526,366	b1.65	1.76	2.57	3.86	3.49
California.....	1,713,431	2,864,571	5,187,162	6,909,351	8,170,165	2.93	3.31	4.29	4.65	5.22

a In 1901-2.

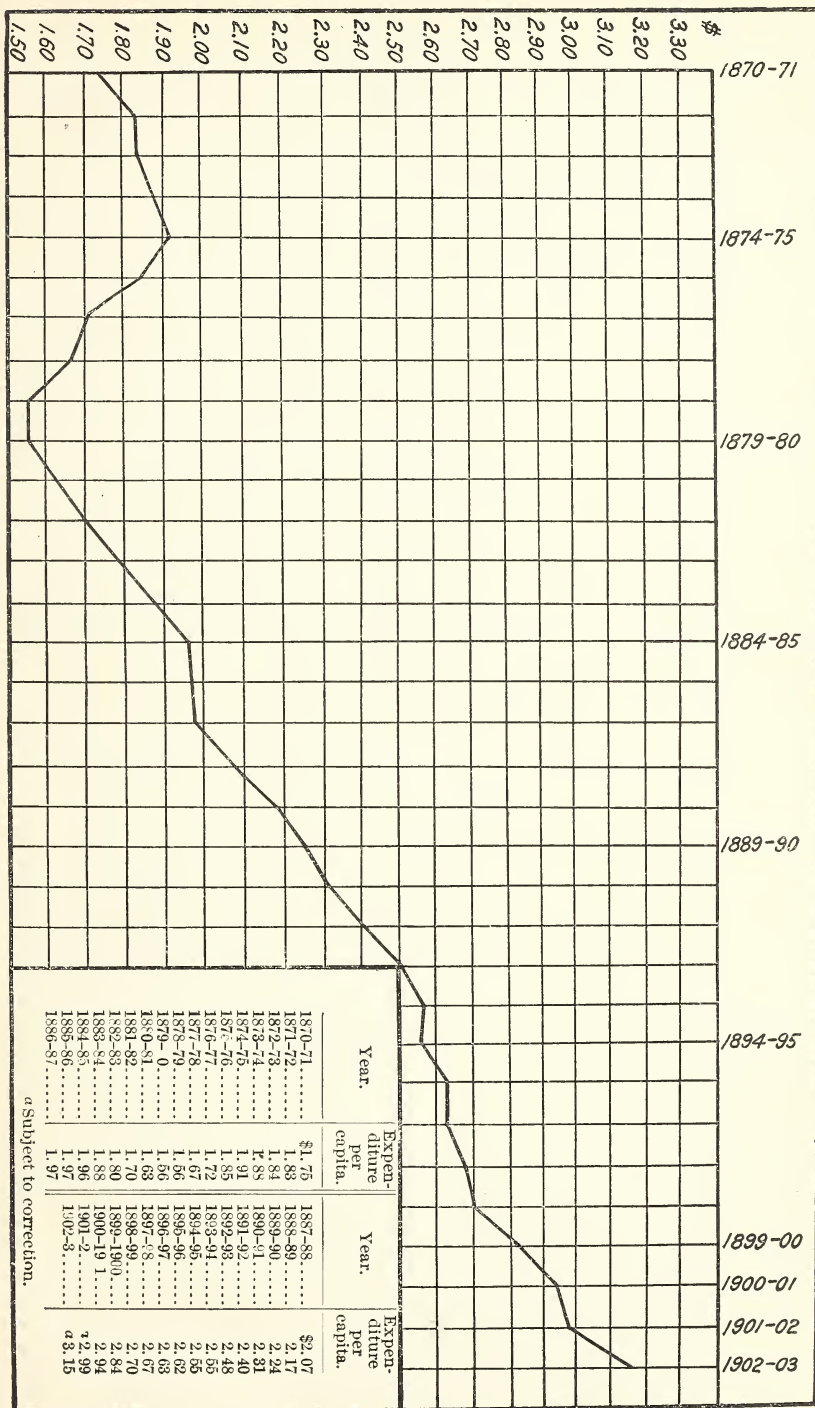
b Approximately.

c In 1899-1900.

d In 1900-1901.

e Returns imperfect.

DIAGRAM 4.—School expenditure per capita of population.



a Subject to correction.

TABLE 15.—*The school expenditure of 1902-3 classified.*

State or Territory.	Paid for sites, buildings, furniture, libraries, and apparatus.	Paid for teachers' and superintendents' salaries.	Paid for all other purposes, principally maintenance.	Total expenditure, excluding payments of bonds.
1	2	3	4	5
United States	\$46,289,074	\$157,110,108	\$48,058,443	\$251,457,625
North Atlantic Division	22,616,944	56,355,620	19,390,412	98,362,976
South Atlantic Division	1,664,912	10,926,372	2,095,433	14,686,717
South Central Division	1,687,501	14,759,630	1,746,603	18,193,734
North Central Division	16,369,682	62,014,806	20,731,137	99,115,625
Western Division	3,950,035	13,053,680	4,094,858	21,098,573
North Atlantic Division:				
Maine	399,051	1,290,079	262,953	1,952,083
New Hampshire (1901-2)	143,644	740,289	223,531	1,167,464
Vermont	191,547	704,703	196,988	1,093,238
Massachusetts	2,813,531	9,197,905	3,158,634	15,170,070
Rhode Island	416,280	1,109,775	330,321	1,856,376
Connecticut	563,823	2,214,362	748,430	3,526,615
New York	11,264,956	23,971,167	6,181,972	41,418,095
New Jersey	1,625,242	4,574,849	1,624,056	7,824,147
Pennsylvania	5,198,870	12,552,491	6,603,527	24,354,888
South Atlantic Division:				
Delaware (1899-1900)	79,306	279,556	94,808	453,670
Maryland (1900-1901)	127,546	2,044,144	377,807	2,549,497
District of Columbia	329,355	954,888	256,036	1,540,279
Virginia	206,313	1,676,777	254,275	2,137,365
West Virginia	377,007	1,472,056	554,492	2,403,555
North Carolina	140,496	1,015,459	367,086	1,523,041
South Carolina	70,458	917,987	57,699	1,046,144
Georgia	234,969	1,963,397	41,881	2,240,247
Florida (1901-2)	99,462	602,108	91,349	792,919
South Central Division:				
Kentucky ^b	295,655	2,219,178	148,030	2,662,863
Tennessee	214,000	1,772,177	173,267	2,159,444
Alabama (1901-2)	(c)	948,984	108,922	1,057,906
Mississippi	54,007	1,573,416	241,121	1,868,544
Louisiana	99,625	1,255,352	196,255	1,551,232
Texas	634,266	4,742,561	305,296	5,682,123
Arkansas	137,022	1,327,104	86,571	1,550,697
Oklahoma	d 252,926	704,126	d 222,357	1,179,409
Indian Territory ^e	(f)	216,732	264,784	481,516
North Central Division:				
Ohio	1,679,322	10,047,059	3,964,658	15,691,039
Indiana (1901-2)	986,652	5,739,150	2,490,280	9,216,082
Illinois	4,351,247	12,309,585	3,605,786	20,266,618
Michigan	1,480,642	5,308,373	1,988,237	8,777,252
Wisconsin	1,333,512	4,340,804	1,334,843	7,009,159
Minnesota	1,748,160	4,379,137	647,039	6,774,336
Iowa	1,225,905	6,242,926	2,365,488	9,834,319
Missouri	1,713,369	5,273,590	1,376,169	8,363,128
North Dakota	352,399	1,011,560	776,606	2,140,565
South Dakota (1901-2)	218,937	1,129,439	499,437	1,847,813
Nebraska	758,075	2,922,178	710,498	4,390,751
Kansas (1901-2)	521,462	3,311,005	972,096	4,804,563
Western Division:				
Montana	367,131	651,738	217,384	1,236,253
Wyoming (1899-1900)	27,597	180,386	45,563	253,551
Colorado (1901-2)	400,626	1,853,163	817,066	3,100,855
New Mexico	42,192	214,251	44,085	300,531
Arizona	64,248	254,682	99,042	397,972
Utah	344,795	736,955	414,306	1,496,056
Nevada (1901-2)	13,665	168,531	27,288	209,484
Idaho	(g)	454,131	h 372,467	826,598
Washington	1,419,814	1,815,283	345,695	3,580,742
Oregon	227,071	1,049,180	250,115	1,526,366
California	1,042,896	5,665,430	1,461,839	8,170,165

^a Includes debt paid.^b Approximately.^c Included, so far as reported, in expenditure "for all other purposes."^d In 1901-2.^e Returns imperfect.^f Not reported separately.^g Included in column 4.^h Includes expenditure for sites, buildings, etc.

TABLE 16.—(1) *Expenditure per pupil (based on average attendance)*; (2) *average daily expenditure per pupil*; (3) *percentage analysis of school expenditure.*

State or Territory.	Expenditure per capita of average attendance.				Average daily expenditure per pupil.		Per cent of total expenditure devoted to—		
	For sites, buildings, etc.	For salaries.	For all other purposes.	Total per pupil.	For salaries only.	Total.	Sites, buildings, etc.	Salaries.	All other purposes.
1	2	3	4	5	6	7	8	9	10
United States.....	\$4.19	\$14.21	\$4.35	\$22.75	<i>Cents.</i> 9.7	<i>Cents.</i> 15.5	18.4	62.5	19.1
North Atlantic Division....	8.09	20.16	6.94	35.19	11.3	19.7	23.0	57.3	19.7
South Atlantic Division....	1.15	7.57	1.45	10.17	6.4	8.6	11.3	74.4	14.3
South Central Division....	.83	7.24	.85	8.92	6.9	8.4	9.3	81.1	9.6
North Central Division....	3.96	15.00	5.02	23.98	9.6	15.3	16.5	62.6	20.9
Western Division.....	6.15	20.32	6.38	32.85	13.9	22.5	18.7	61.9	19.4
North Atlantic Division:									
Maine.....	4.10	13.24	2.70	20.04	9.3	14.0	20.4	66.1	13.5
New Hampshire (1901-2).....	2.92	15.02	<i>a</i> 5.75	23.69	10.7	16.9	12.3	63.4	<i>a</i> 24.3
Vermont.....	3.93	14.47	4.05	22.45	9.3	14.5	17.5	64.5	18.0
Massachusetts.....	7.24	23.67	8.13	39.04	12.7	21.0	18.6	60.6	20.8
Rhode Island.....	8.20	21.86	6.51	36.57	11.3	19.0	22.4	59.8	17.8
Connecticut.....	4.73	18.57	6.28	29.58	9.8	15.7	16.0	62.8	21.2
New York.....	12.14	25.82	6.66	44.62	13.7	23.7	27.2	57.9	14.9
New Jersey.....	7.09	19.96	7.08	34.13	10.4	17.9	20.8	58.4	20.8
Pennsylvania.....	5.88	14.20	7.47	27.55	8.5	16.6	21.4	51.5	27.1
South Atlantic Division:									
Delaware (1899-1900).....	<i>b</i> 3.13	<i>b</i> 11.05	<i>b</i> 3.75	<i>b</i> 17.93	<i>b</i> 6.5	<i>b</i> 10.5	17.5	61.6	20.9
Maryland (1900-1901).....	.94	15.08	2.79	18.81	7.9	9.9	5.0	80.2	14.5
District of Columbia.....	8.66	25.10	6.73	40.49	14.4	23.3	21.4	62.0	16.6
Virginia.....	.92	7.46	1.13	9.51	6.1	7.8	9.6	78.5	11.9
West Virginia.....	2.42	9.47	3.57	15.46	7.7	12.6	15.7	61.2	23.1
North Carolina.....	<i>c</i> .52	<i>c</i> 3.78	<i>c</i> 1.36	<i>c</i> 5.66	<i>c</i> 4.3	<i>c</i> 6.5	9.2	66.7	24.1
South Carolina.....	.34	4.38	.28	5.00	4.8	5.4	6.7	87.8	5.5
Georgia.....	.76	6.33	.13	7.22	5.4	6.1	10.5	87.6	1.9
Florida (1901-2).....	1.31	7.90	1.20	10.41	7.6	10.0	12.6	75.9	11.5
South Central Division:									
Kentucky <i>b</i>.....	.95	7.16	.48	8.59	8.0	9.5	11.1	83.3	5.6
Tennessee.....	.62	5.17	.51	6.30	5.4	6.6	9.9	82.1	8.0
Alabama (1901-2).....	(<i>d</i>)	3.96	.45	4.41	3.9	4.3	(<i>d</i>)	89.7	10.3
Mississippi.....	.23	6.75	1.03	8.01	5.5	6.5	2.9	84.2	12.9
Louisiana.....	.64	8.06	1.26	9.96	6.2	7.7	6.4	80.9	12.7
Texas.....	1.43	10.66	.69	12.78	9.2	11.0	11.1	83.5	5.4
Arkansas.....	.64	6.22	.41	7.27	6.8	7.9	8.8	85.6	5.6
Oklahoma.....	<i>c</i> 2.98	8.29	<i>c</i> 2.62	13.89	9.3	15.6	<i>c</i> 21.4	59.7	<i>c</i> 18.9
Indian Territory <i>e</i>	(<i>f</i>)	<i>b</i> 14.61	<i>b</i> 17.86	<i>b</i> 32.47	<i>b</i> 9.2	<i>b</i> 20.5	(<i>f</i>)	45.0	55.0
North Central Division:									
Ohio.....	2.73	16.36	6.45	25.54	9.9	15.5	10.7	64.0	25.3
Indiana (1901-2).....	2.37	13.76	5.97	22.10	<i>b</i> 9.4	<i>b</i> 15.1	10.7	62.3	27.0
Illinois.....	5.76	16.30	4.78	26.84	10.2	16.8	21.5	60.7	17.8
Michigan.....	3.69	13.23	4.96	21.88	8.0	13.3	16.9	60.5	22.6
Wisconsin.....	4.73	15.39	4.73	24.85	8.5	13.8	19.0	61.9	19.1
Minnesota.....	6.70	16.79	2.48	25.97	10.6	16.4	25.8	64.6	9.6
Iowa.....	3.42	17.42	6.60	27.44	10.9	17.1	12.5	63.5	24.0
Missouri.....	3.68	11.34	2.96	17.98	7.8	12.3	20.5	63.1	16.4
North Dakota.....	6.22	17.86	13.71	37.79	11.9	25.2	16.5	47.2	36.3
South Dakota (1901-2).....	3.01	15.50	6.86	25.37	11.7	19.2	11.9	61.1	27.0
Nebraska.....	4.29	16.54	4.02	24.85	9.9	14.9	17.3	66.5	16.2
Kansas (1901-2).....	1.91	12.12	3.56	17.59	9.6	14.0	10.9	68.9	20.2
Western Division:									
Montana.....	11.66	20.71	6.91	39.28	<i>b</i> 19.4	<i>b</i> 36.7	29.7	52.7	17.6
Wyoming (1899-1900).....	<i>b</i> 2.86	<i>b</i> 18.69	<i>b</i> 4.72	<i>b</i> 26.27	<i>b</i> 17.0	<i>b</i> 23.8	10.9	71.1	18.0
Colorado (1901-2).....	4.55	21.40	9.29	35.24	14.0	23.0	12.9	60.7	26.4
New Mexico.....	1.62	8.22	1.69	11.53	9.3	13.1	14.0	71.3	14.7
Arizona.....	5.30	19.35	8.17	32.82	15.1	25.6	16.2	58.9	24.9
Utah.....	6.05	12.92	7.26	26.23	9.2	18.7	23.0	49.3	27.7
Nevada (1901-2).....	<i>b</i> 2.58	<i>b</i> 31.80	<i>b</i> 5.15	<i>b</i> 39.53	<i>b</i> 20.4	<i>b</i> 25.4	6.5	80.5	13.0
Idaho.....	(<i>g</i>)	13.21	<i>h</i> 10.83	24.04	<i>b</i> 10.6	<i>b</i> 19.4	(<i>g</i>)	54.9	<i>h</i> 45.1
Washington.....	14.04	17.96	3.42	35.42	15.5	30.5	39.6	50.7	9.7
Oregon.....	3.54	16.34	3.89	23.77	10.6	15.5	14.9	68.7	16.4
California.....	4.90	26.61	6.87	38.38	15.1	21.8	12.8	69.3	17.9

a Includes debt paid.*b* Approximately.*c* In 1901-2.*d* Included, so far as reported, in expenditure for "all other purposes."*e* Returns imperfect.*f* Not reported separately.*g* Included in column 4.*h* Includes expenditure for sites, buildings, etc.

TABLE 17. — *Amount expended for common schools each year since 1869-70.*

Year.	Expended for—			Total expenditure.
	Sites, build- ings, furni- ture, etc.	Teachers' and superin- tendents' salaries.	All other purposes.	
1869-70		\$37,832,566		\$63,396,666
1870-71		42,580,853		69,107,612
1871-72		45,935,681		74,234,476
1872-73		47,932,650		76,238,464
1873-74		50,785,656		80,054,286
1874-75		54,722,250		83,504,007
1875-76		55,358,166		83,082,578
1876-77		54,973,776		79,439,826
1877-78		56,155,133		79,083,260
1878-79		54,639,731		76,192,375
1879-80		55,942,972		78,094,687
1880-81		58,012,463		83,642,964
1881-82		60,594,923		88,990,466
1882-83		64,798,859		96,750,003
1883-84		68,384,275		103,212,837
1884-85		72,878,993		110,328,375
1885-86		76,270,434		113,322,545
1886-87		78,639,964		115,783,890
1887-88		83,022,562		124,244,911
1888-89	\$23,395,624	87,568,306		132,539,783
1889-90	26,207,041	91,836,484	\$22,463,190	140,506,715
1890-91	26,448,047	96,303,069	24,743,693	147,494,809
1891-92	29,344,559	100,298,256	26,174,197	155,817,012
1892-93	30,294,130	104,560,339	29,316,588	164,171,057
1893-94	30,007,688	109,202,405	33,292,750	172,502,843
1894-95	29,436,940	113,872,388	32,499,951	175,809,279
1895-96	32,590,112	117,139,841	33,769,012	183,498,965
1896-97	32,376,476	119,310,503	35,995,290	187,682,269
1897-98	31,415,233	124,192,270	38,685,408	194,292,911
1898-99	31,229,308	129,345,873	39,579,416	200,154,597
1899-1900	35,450,820	137,687,746	41,826,052	214,964,618
1900-1901	39,872,278	143,378,507	44,272,042	227,522,827
1901-2	39,962,863	151,443,681	46,855,755	238,262,299
1902-3 ^a	46,289,074	157,110,108	48,058,443	251,457,625

^aSubject to correction.

TABLE 18.—(1) *School expenditure per capita of population; (2) same per capita of average attendance.*

Year.	Expended per capita of population.						Expended per pupil.					
	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
1870-71	\$1.75	\$2.38	\$0.63	\$0.73	\$2.14	\$2.15	\$15.20	\$18.31	\$10.27	\$9.06	\$14.87	\$21.87
1871-72	1.83	2.40	.68	.81	2.31	2.27	15.93	18.86	10.46	9.08	16.36	23.57
1872-73	1.84	2.44	.68	.74	2.31	2.42	16.06	19.89	9.25	8.39	16.53	25.04
1873-74	1.88	2.51	.76	.68	2.38	2.40	15.85	19.89	9.01	7.55	16.57	24.36
1874-75	1.91	2.55	.80	.73	2.36	2.76	15.91	20.17	8.98	7.51	16.69	26.85
1875-76	1.85	2.45	.79	.55	2.37	2.78	15.70	19.14	8.65	6.70	16.91	26.35
1876-77	1.72	2.29	.72	.51	2.21	2.61	14.64	17.89	7.68	6.25	15.93	24.69
1877-78	1.67	2.15	.70	.56	2.14	2.73	13.67	16.55	7.21	5.98	15.08	25.82
1878-79	1.56	2.03	.63	.55	2.00	2.53	12.97	16.05	6.76	5.65	14.22	23.39
1879-80	1.56	1.97	.68	.55	2.03	2.41	12.71	15.64	6.60	5.40	14.39	22.59
1880-81	1.63	2.08	.72	.58	2.09	2.54	13.61	17.14	7.22	5.72	15.19	23.81
1881-82	1.70	2.11	.78	.64	2.19	2.59	14.05	17.35	7.63	6.25	15.79	24.32
1882-83	1.80	2.22	.82	.68	2.34	2.74	14.55	18.17	7.46	6.17	16.69	25.39
1883-84	1.88	2.25	.84	.74	2.48	2.83	14.63	18.37	7.44	6.26	16.90	24.69
1884-85	1.96	2.38	.88	.82	2.53	2.90	15.12	19.19	7.32	6.74	17.53	26.31
1885-86	1.97	2.36	.88	.87	2.54	2.88	15.06	19.11	7.33	6.93	17.45	25.52
1886-87	1.97	2.35	.90	.87	2.55	2.76	15.07	19.38	7.33	6.88	17.45	24.85
1887-88	2.07	2.48	.95	.87	2.68	2.96	15.71	20.60	7.61	6.60	18.29	27.38
1888-89	2.17	2.59	.98	.94	2.76	3.28	16.55	21.64	7.77	7.12	19.30	29.37
1889-90	2.24	2.76	.99	.97	2.81	3.37	17.23	23.58	7.78	7.28	19.70	30.57
1890-91	2.31	2.78	1.06	1.04	2.85	3.91	17.54	23.66	8.52	7.78	19.42	33.42
1891-92	2.40	2.90	1.06	1.07	2.94	4.20	18.20	24.89	8.74	7.82	20.13	33.55
1892-93	2.48	3.02	1.09	1.06	3.06	4.20	18.58	25.01	8.65	7.72	20.62	33.57
1893-94	2.55	3.13	1.12	1.09	3.23	3.77	18.62	26.21	8.61	7.58	21.29	29.06
1894-95	2.55	3.28	1.11	1.09	3.13	3.67	18.41	26.84	8.58	7.69	20.26	27.32
1895-96	2.62	3.49	1.13	1.10	3.12	3.73	18.76	28.45	8.87	7.60	20.09	27.16
1896-97	2.63	3.65	1.17	1.04	3.06	3.56	18.67	28.77	9.32	7.09	19.75	25.86
1897-98	2.67	3.75	1.19	1.03	3.07	3.81	18.76	29.34	8.97	7.09	19.47	28.29
1898-99	2.70	3.71	1.24	1.04	3.15	3.84	19.38	29.28	9.96	7.17	20.62	28.50
1899-1900	2.84	3.99	1.24	1.08	3.27	4.21	20.21	31.82	9.61	7.32	21.12	30.98
1900-1901	2.94	4.20	1.28	1.10	3.38	4.25	21.23	33.70	9.53	7.78	22.46	30.93
1901-2	3.03	4.22	1.33	1.16	3.52	4.62	21.53	33.39	9.91	8.16	22.83	32.26
1902-3 ^a	3.15	4.44	1.34	1.22	3.61	4.80	22.75	35.19	10.17	8.92	23.98	32.85

^a Subject to correction.

TABLE 19.—*Wealth and school expenditure, 1880 and 1890.*

State or Territory.	True valuation of real and personal property. ^a		Expenditure for public schools (excluding debt paid).		Expended for public schools on each \$100 of true valuation of all real and personal property.	
	1880.	1890.	1880.	1890.	1880.	1890.
United States	\$43, 642, 000, 000	\$64, 829, 040, 611	\$78, 094, 687	\$140, 506, 715	<i>Cents.</i> 17. 9	<i>Cents.</i> 21. 7
North Atlantic Division ...	17, 533, 000, 000	21, 435, 491, 864	28, 538, 058	48, 023, 492	16. 3	22. 4
South Atlantic Division ...	3, 759, 000, 000	5, 132, 980, 666	5, 130, 492	8, 767, 165	13. 6	17. 1
South Central Division ...	3, 882, 000, 000	6, 193, 230, 433	4, 872, 829	10, 678, 680	12. 6	17. 2
North Central Division ...	16, 186, 000, 000	25, 255, 915, 549	35, 285, 635	62, 823, 563	21. 8	24. 9
Western Division	2, 282, 000, 000	6, 811, 422, 099	4, 267, 673	10, 213, 815	18. 7	15. 0
North Atlantic Division:						
Maine	511, 000, 000	489, 134, 128	1, 067, 991	1, 327, 553	20. 9	27. 1
New Hampshire	363, 000, 000	325, 128, 740	565, 339	^b 844, 333	15. 6	26. 0
Vermont	302, 000, 000	265, 567, 323	446, 217	711, 072	14. 8	26. 8
Massachusetts	2, 623, 000, 000	2, 803, 645, 447	4, 983, 900	8, 286, 062	18. 9	29. 6
Rhode Island	400, 000, 000	504, 162, 352	526, 112	884, 966	13. 2	17. 6
Connecticut	779, 000, 000	835, 120, 219	1, 408, 375	2, 157, 014	18. 1	25. 8
New York	6, 308, 000, 000	8, 576, 701, 991	10, 296, 977	17, 543, 880	16. 3	20. 5
New Jersey	1, 305, 000, 000	1, 445, 285, 114	1, 873, 465	^c 3, 340, 190	14. 4	23. 1
Pennsylvania	4, 942, 000, 000	6, 190, 746, 550	7, 369, 682	12, 928, 422	14. 9	20. 9
South Atlantic Division:						
Delaware	136, 000, 000	175, 678, 795	207, 281	275, 000	15. 2	15. 7
Maryland	837, 000, 000	1, 085, 473, 048	1, 544, 367	1, 910, 663	18. 5	17. 6
District of Columbia	220, 000, 000	343, 596, 733	438, 567	905, 777	19. 9	26. 4
Virginia	707, 000, 000	862, 318, 070	946, 109	1, 604, 509	13. 4	18. 6
West Virginia	350, 000, 000	438, 954, 881	707, 553	1, 198, 493	20. 2	27. 3
North Carolina	461, 000, 000	584, 148, 999	376, 062	714, 900	8. 2	12. 2
South Carolina	322, 000, 000	400, 911, 303	324, 629	450, 936	10. 1	11. 2
Georgia	606, 000, 000	852, 409, 449	471, 029	1, 190, 354	7. 8	14. 0
Florida	120, 000, 000	389, 489, 388	114, 895	516, 533	9. 6	13. 3
South Central Division:						
Kentucky	902, 000, 000	1, 172, 232, 313	1, 069, 030	2, 140, 678	11. 9	18. 3
Tennessee	705, 000, 000	887, 956, 143	744, 180	1, 526, 241	10. 6	17. 2
Alabama	428, 000, 000	622, 773, 504	500, 000	890, 000	11. 7	14. 3
Mississippi	354, 000, 000	454, 242, 688	830, 705	1, 109, 575	23. 5	24. 4
Louisiana	382, 000, 000	495, 301, 597	411, 858	817, 110	10. 8	16. 5
Texas	825, 000, 000	2, 105, 576, 766	1, 030, 000	3, 178, 300	12. 5	15. 1
Arkansas	285, 000, 000	455, 147, 422	287, 056	1, 016, 776	10. 0	22. 3
Oklahoma						
Indian Territory						
North Central Division:						
Ohio	3, 238, 000, 000	3, 951, 382, 384	7, 166, 963	10, 602, 238	22. 1	26. 8
Indiana	1, 681, 000, 000	2, 095, 176, 626	4, 491, 850	5, 245, 218	26. 7	25. 0
Illinois	3, 210, 000, 000	5, 066, 751, 719	7, 014, 092	11, 645, 126	21. 9	23. 0
Michigan	1, 580, 000, 000	2, 095, 016, 272	2, 775, 917	5, 349, 366	17. 6	25. 5
Wisconsin	1, 139, 000, 000	1, 833, 308, 523	2, 177, 023	3, 801, 212	19. 1	20. 7
Minnesota	792, 000, 000	1, 691, 851, 927	1, 328, 429	4, 187, 310	16. 8	24. 7
Iowa	1, 721, 000, 000	2, 287, 348, 333	4, 484, 043	6, 382, 953	26. 1	27. 9
Missouri	1, 562, 000, 000	2, 397, 902, 945	2, 675, 364	5, 434, 262	17. 1	22. 7
North Dakota		337, 036, 506		626, 949		18. 6
South Dakota	118, 000, 000	425, 141, 299	245, 000	1, 199, 630	20. 8	28. 2
Nebraska	385, 000, 000	1, 275, 685, 514	1, 108, 617	3, 376, 332	28. 8	26. 5
Kansas	760, 000, 000	1, 799, 343, 501	1, 818, 337	4, 972, 967	23. 9	27. 6
Western Division:						
Montana	40, 000, 000	453, 135, 209	78, 730	364, 084	19. 7	8. 0
Wyoming	169, 000, 000	169, 773, 710	28, 505	225, 000	5. 3	13. 3
Colorado	240, 000, 000	1, 145, 712, 267	395, 227	1, 681, 379	16. 5	14. 7
New Mexico	49, 000, 000	231, 459, 897	28, 973	85, 000	5. 9	3. 7
Arizona	41, 000, 000	188, 880, 976	61, 172	181, 914	14. 9	9. 6
Utah	114, 000, 000	349, 411, 234	132, 194	394, 685	11. 6	11. 3
Nevada	156, 000, 000	180, 323, 668	220, 245	161, 481	14. 1	9. 0
Idaho	29, 000, 000	207, 896, 591	38, 411	169, 020	13. 2	8. 1
Washington	62, 000, 000	760, 698, 726	112, 615	958, 111	18. 2	12. 6
Oregon	154, 000, 000	590, 396, 194	307, 031	805, 979	19. 9	13. 7
California	1, 343, 000, 000	2, 533, 733, 627	2, 864, 571	5, 187, 162	21. 3	20. 5

^a From United States census reports.^b Includes debt paid, if any.^c Amount of revenue.

DIAGRAM 5.—Number of secondary students in public and private secondary schools.

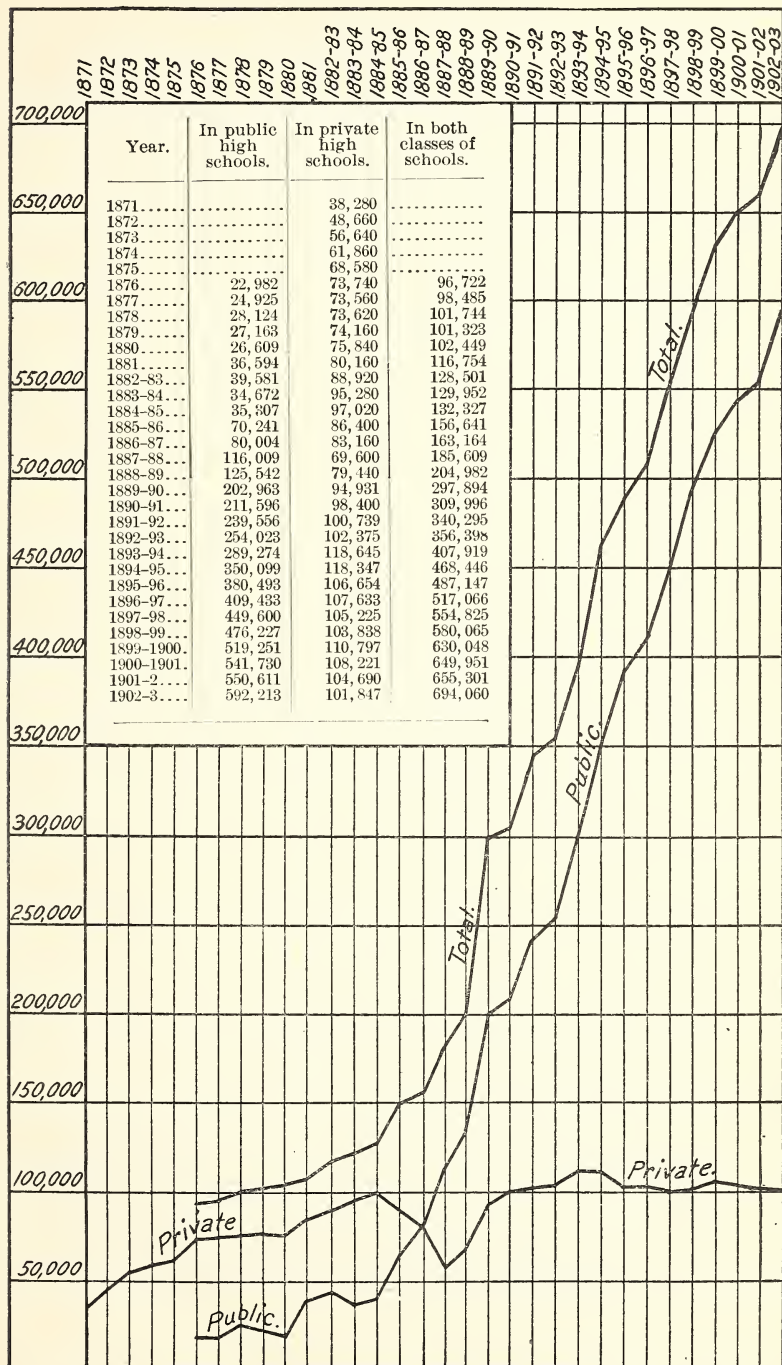


DIAGRAM 6.—Per cent of population enrolled as secondary students in private and public secondary schools for a series of years.

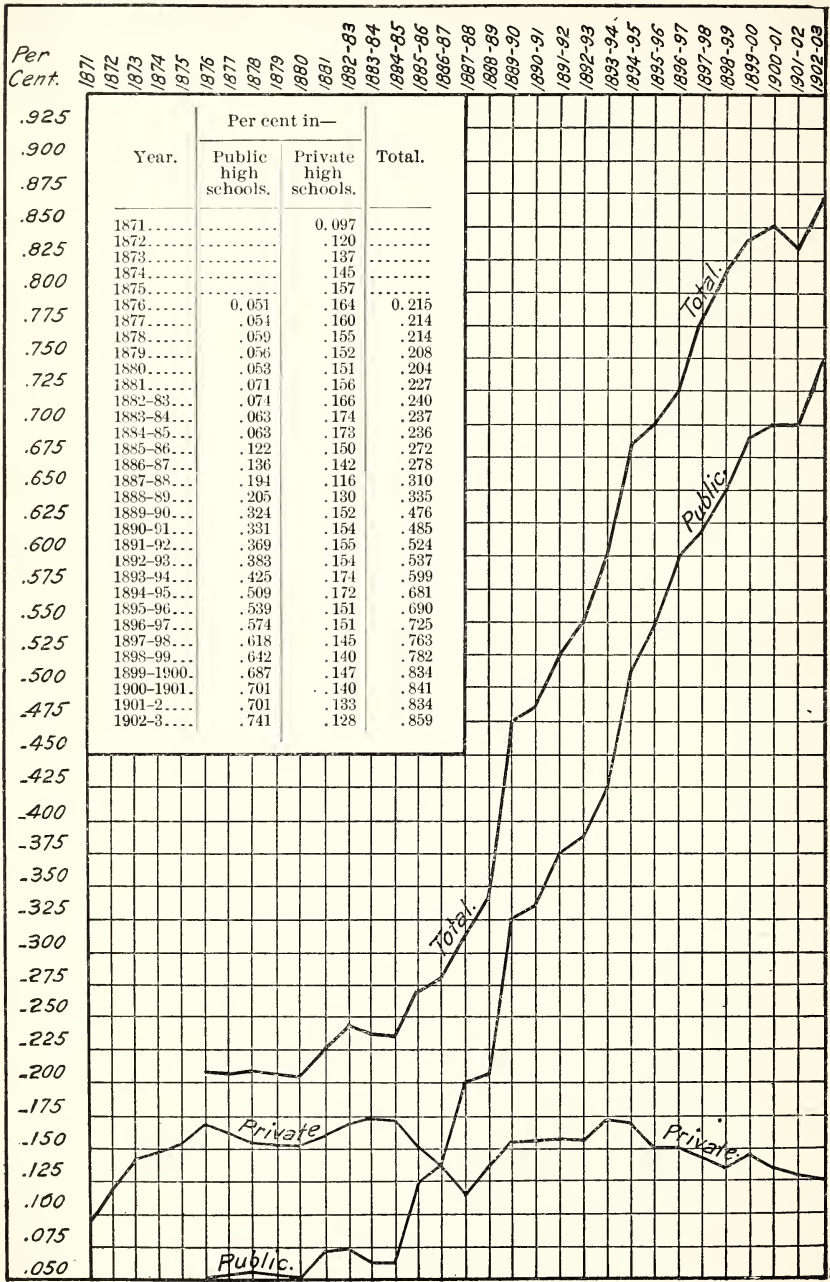


DIAGRAM 7.—Showing number of college students each year since 1872.

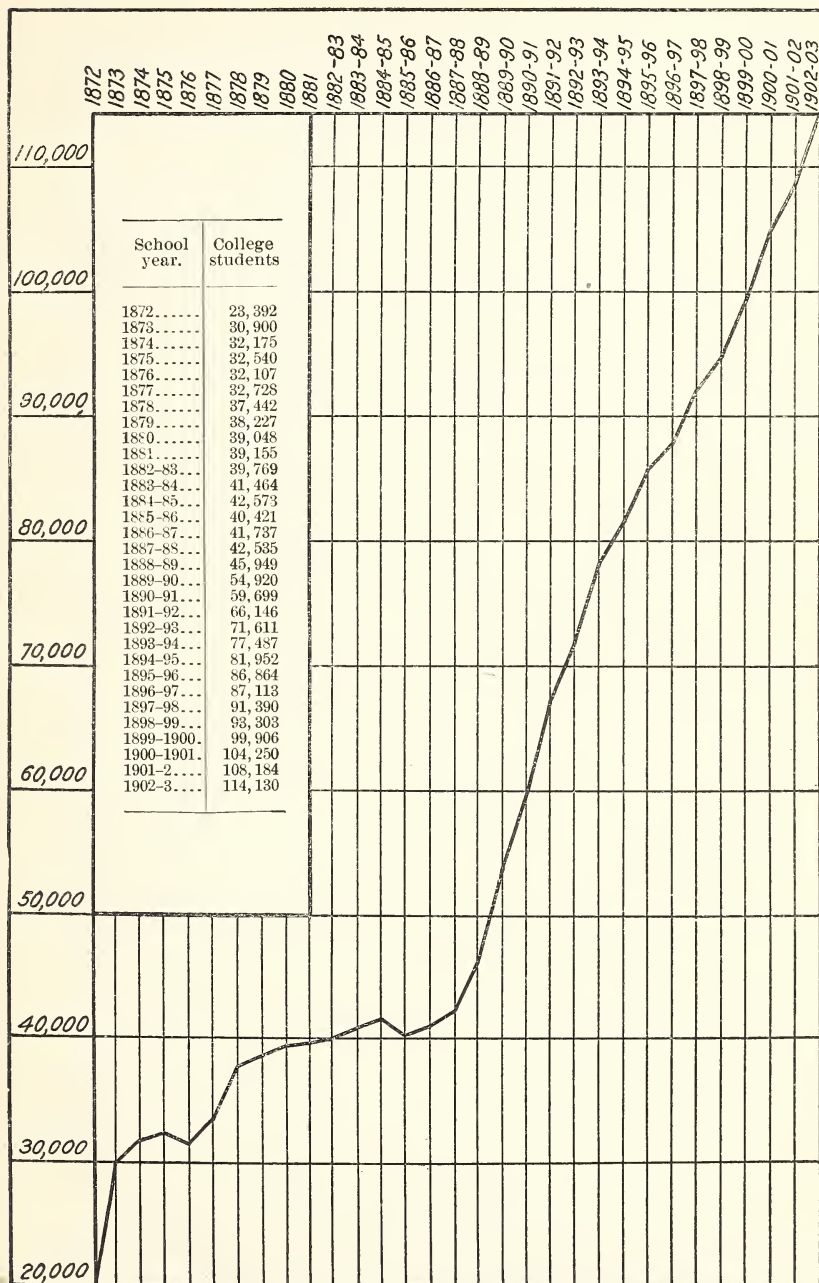


DIAGRAM 8.—Showing what per cent of the total population was enrolled as college students during each year since 1872.

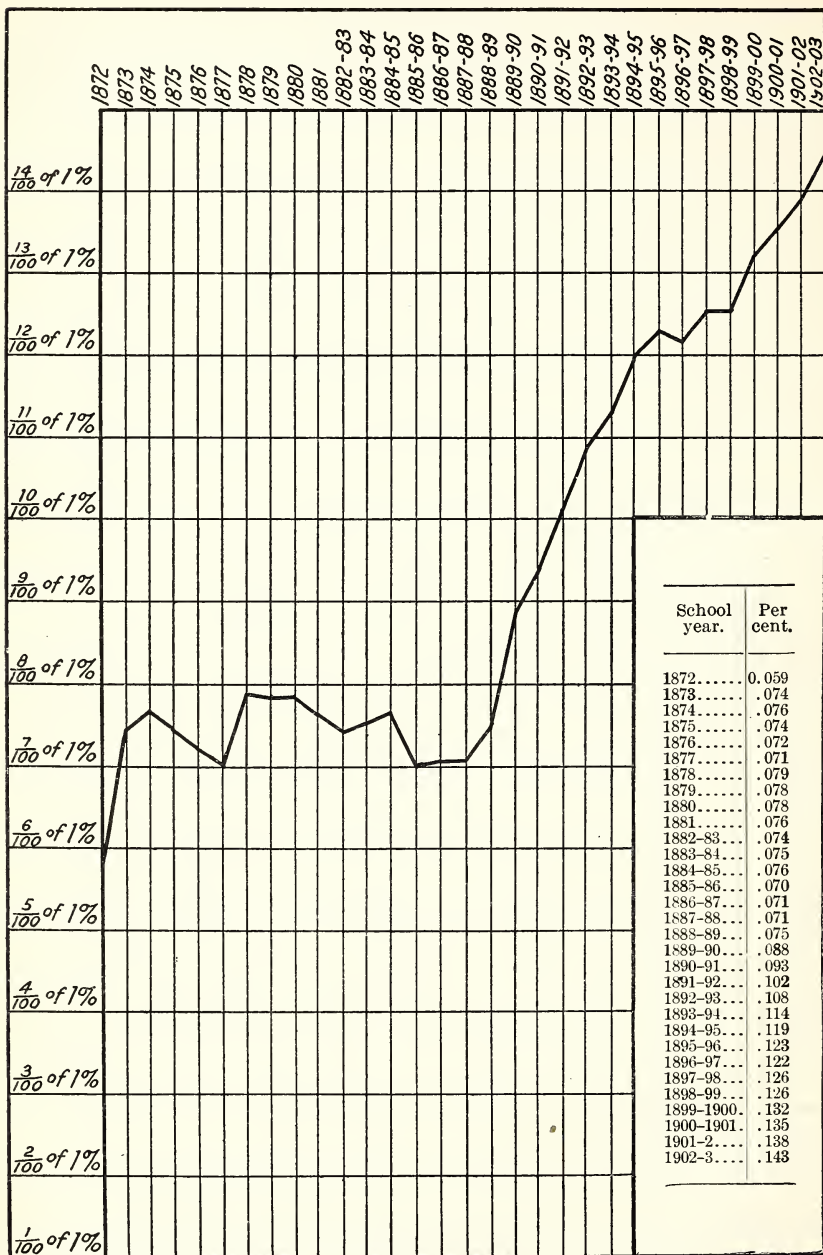
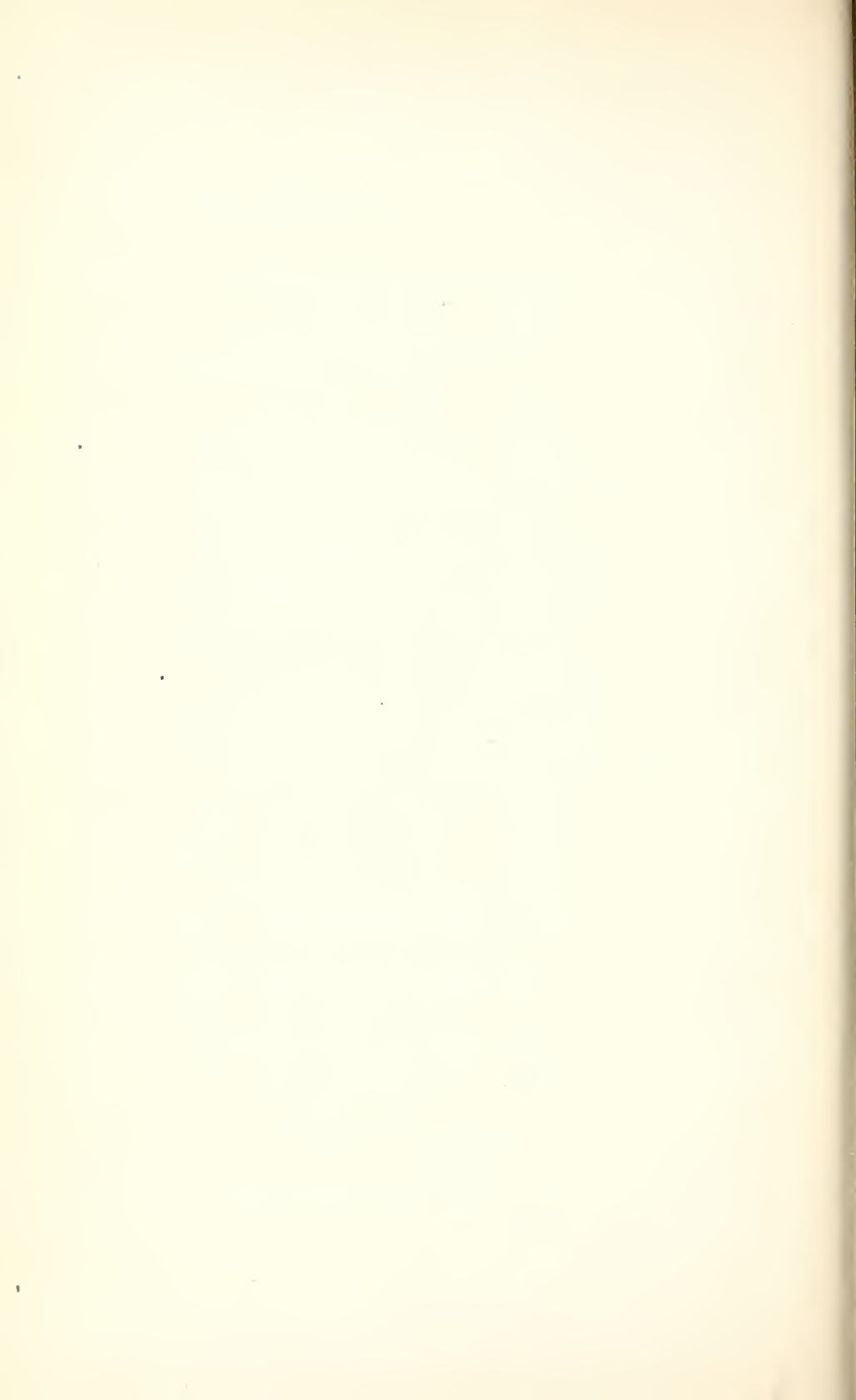


TABLE 20.—*Permanent school funds and school lands.*

State or Territory.	Permanent common school funds, State and local. ^a	Productive school lands.		Total value of permanent funds and productive lands.	Unproductive school lands.	
		Acres under lease.	Estimated value of same.		Acres not under lease.	Estimated value of same.
1	2	3	4	5	6	7
United States	\$177,488,515	.....	.....	.....	.....	.....
North Atlantic Division.....	21,584,702	.....	.....	.....	.....	.....
South Atlantic Division.....	4,122,665	.....	.....	.....	.....	.....
South Central Division.....	45,213,100	.....	.....	.....	.....	.....
North Central Division.....	94,797,025	.....	.....	.....	.....	.....
Western Division.....	11,771,023	.....	.....	.....	.....	.....
North Atlantic Division:						
Maine.....	442,758	.....	.....	.....	.....	.....
New Hampshire.....	(b)	0	0	(b)	0	0
Vermont.....	1,041,684	0	\$579,712	\$1,621,396	0	0
Massachusetts.....	4,670,548	.....	.....	.....	.....	.....
Rhode Island.....	255,451	.....	.....	.....	.....	.....
Connecticut.....	2,304,629	.....	.....	.....	.....	.....
New York (1900-1901).....	8,587,661	.....	.....	.....	.....	.....
New Jersey.....	4,281,971	(c)	.....	.....	(c)	.....
Pennsylvania.....	.....	.....	.....	.....	.....	.....
South Atlantic Division:						
Delaware (1896-97).....	d 350,000	0	0	d 350,000	0	0
Maryland.....	.....	.....	.....	.....	.....	.....
District of Columbia.....	0	0	0	0	0	0
Virginia.....	1,783,828	0	0	1,783,828	0	0
West Virginia.....	e 1,000,000	.....	.....	.....	.....	.....
North Carolina (1901-2).....	194,159	0	0	194,159	600,000	\$500,000
South Carolina.....	.....	.....	.....	.....	.....	.....
Georgia.....	(f)	(g)	.....	.....	.....	.....
Florida (1901-2).....	794,678	0	0	794,678	257,925	322,406
South Central Division:						
Kentucky (1901-2).....	2,315,627	.....	.....	.....	.....	.....
Tennessee.....	2,512,500	.....	.....	.....	.....	.....
Alabama.....	2,135,313	.....	.....	.....	.....	.....
Mississippi.....	3,466,667	.....	.....	.....	.....	.....
Louisiana.....	.....	.....	.....	.....	.....	.....
Texas.....	33,664,993	11,848,500	12,735,813	46,400,806	7,000,000	7,000,000
Arkansas.....	1,118,000	.....	.....	.....	.....	.....
Oklahoma.....	.....	1,203,421	.....	.....	.....	.....
Indian Territory.....	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio (1901-2).....	4,003,677	.....	.....	.....	.....	.....
Indiana.....	10,498,716	.....	.....	.....	.....	.....
Illinois.....	17,429,569	.....	.....	.....	.....	.....
Michigan.....	5,113,008	0	0	5,113,008	82,601	.....
Wisconsin.....	3,755,668	0	0	3,755,668	32,198	180,000
Minnesota.....	15,180,795	0	0	15,180,795	982,324	5,423,013
Iowa.....	4,755,045	.....	.....	.....	.....	.....
Missouri.....	13,023,997	.....	.....	.....	.....	.....
North Dakota (1901-2).....	1,418,629	.....	.....	.....	.....	.....
South Dakota.....	4,079,439	1,192,115	h 11,921,150	16,000,589	681,240	h 6,812,400
Nebraska.....	7,537,834	1,939,258	6,000,000	13,537,834	1,340	5,000
Kansas.....	8,000,648	200,160	600,480	8,601,128	310,280	930,840
Western Division:						
Montana.....	618,777	1,476,638	2,500,000	3,118,777	1,000,000	1,500,000
Wyoming (1899-1900).....	48,000	1,309,925	1,004,580	1,052,580	2,691,980	1,345,990
Colorado.....	i 1,251,901	1,720,000	3,440,000	4,691,901	1,675,000	3,350,000
New Mexico.....	0	949,760	1,187,200	1,187,200	2,477,440	3,096,800
Arizona.....	.....	.....	.....	.....	.....	.....
Utah.....	370,384	65,908	96,850	467,234	2,026,318	2,026,318
Nevada.....	1,701,369	.....	.....	.....	.....	.....
Idaho.....	1,241,968	57,584	575,840	1,817,808	942,416	9,424,160
Washington.....	k 1,914,132	550,000	3,300,000	5,214,132	.....	8,400,000
Oregon.....	983,292	.....	.....	.....	.....	.....
California (1901-2).....	3,641,200	.....	.....	.....	.....	.....

^a Including unpaid principal due on contracts for purchase of school lands.^b Some local funds; amount not known.^c Riparian lands; amount not determined.^d Approximately.^e To be limited to \$1,000,000 by constitutional amendment of 1902.^f Half the Western and Atlantic R. R. and some stock of the Georgia R. R.^g Oyster lands; amount not known.^h Constitutional minimum price \$10 per acre.ⁱ In 1901-2.^k Value at last report.



CHAPTER I.

VACATION SCHOOLS, PLAYGROUNDS, AND SETTLEMENTS.

By HENRY S. CURTIS, PH. D.

CONTENTS.

I.—VACATION SCHOOLS.

	Page.
1. Introductory, The children of the poor in our great cities.....	2
2. Development of vacation schools.....	4
3. Course of study.....	5
(a) Manual training.....	6
(b) Nature study.....	7
(c) City history and geography.....	8
(d) Excursions.....	8
(e) Story telling.....	8
(f) Music.....	8
(g) Scholastic work.....	8
4. Attendance.....	9
5. Social and moral culture.....	9
6. Reference books.....	9

II.—PLAYGROUNDS.

1. General conditions.....	9
(a) German playgrounds.....	9
(b) French playgrounds.....	11
(c) English playgrounds.....	11
(d) Scotch playgrounds.....	12
(e) American playgrounds.....	12
2. Needs of our American cities.....	12
(a) Municipal and school playgrounds.....	13
(b) Tenement playgrounds.....	13
3. What has been done.....	14
(a) Park playgrounds.....	14
(b) Municipal playgrounds.....	14
(c) The Schwab playground.....	15
(d) School playgrounds.....	16
(1) Varieties of playgrounds.....	16
(a) School yards.....	16
(b) Evening play centers.....	17
(c) Roof playgrounds.....	17
(d) Outdoor gymnasia.....	17
(e) Recreation piers.....	18
(f) Swimming baths.....	18
(2) Playground session.....	18
(3) Attendance.....	18
(4) Teaching children to play.....	19

	Page.
4. Activities of school playgrounds	19
(a) Kindergartens	19
(b) Library	20
(c) Industrial work	21
(d) Gymnastics and games	21
5. Social conditions in the playground	22
(a) Cleanliness	22
(b) Politeness	22
(c) Justice	23
(d) Stealing	23
(e) Gangs	23
(f) Profanity, obscenity, and cruelty	23
(g) Playground spirit	24
(h) Discipline	24
(i) Social and moral influence	24
6. General considerations	24
(a) Salaries and appointments	24
(b) Value of directed play	24
(c) Is it worth while?	24
(d) Who should control?	25
(e) Games in the curriculum	25
(f) Normal training for vacation workers	26
7. Psychology of play	26
8. Value of play	27
9. Reference books	28

III.—SETTLEMENTS.

1. History of the movement	28
(a) In England	29
(b) In Scotland	29
(c) In Germany	30
(d) In America	30
2. Allied institutions	31
3. Aims of settlements	31
4. Aims of settlement workers	32
5. Life of a resident	33
6. Activities of settlements	34
(a) Legal aid society	34
(b) Provident loan society	34
(c) Penny provident bank	34
(d) The kindergarten	34
(e) The crèche	34
(f) The trained nurse	35
(g) Lectures and classes	35
(h) Art	35
(i) Libraries	35
(j) Probation work	35
(k) Club work	35
(l) Vacation homes and summer camps	37
7. Permanence of settlements	37
8. Results	37
9. References	38

I.—VACATION SCHOOLS.

INTRODUCTORY—THE CHILDREN OF THE POOR IN OUR GREAT CITIES.

In order to understand the movement for vacation schools and playgrounds in America, it is necessary to understand the conditions out of which this movement has grown.

Few people, perhaps, have fully realized how artificial child life has become in our great cities. The change from country to village, from village to city, and

from city to metropolis has been so gradual that, like the frog that is slowly boiled alive in the laboratory experiment, we have not realized it. Our cities have failed to make any provision for the play of children, nor have they striven to retain for them an environment of nature.

The country child lived with the trees, flowers, and animals; he was acted upon by all of those natural forces by which our primitive ancestors were surrounded and to which the brain most readily responds. He could hunt, fish, and swim in the streams and climb the trees. There was always ample space, if there was not always ample time, for play.

On these conditions the zeitgeist has laid his iron hand. The village had its trees and lawns and its open lots for the children to play, but in the city the dooryards of the village had disappeared. The entire block became one solid square of masonry, built even with the sidewalk. Too often the interior of the block was filled with tenements or factories, until not even a blade of grass remained. The open-space playground of the village was sacrificed to this same demon of gain, so that there was a section in New York, until four years ago, containing 500,000 inhabitants without a single open space for play.

But the process of change has not stopped here. The price of land has made rent high, and poor families have had to content themselves with two or three rooms. These rooms have been made small in order that a maximum of rent per floor space might be secured. There was no longer any work for the children to do.

When amid these conditions the long summer vacation came, there were twelve weeks in which there was no place for the children of the poor but to remain in the narrow tenements or roam the streets. Each of these alternatives was almost unendurable. The homes of the poor in cities like New York are located on narrow streets, which are very seldom shaded by trees; the hallways are narrow and dark; the rooms are insufficiently lighted; and the kitchen and dining room in one, is the only living room of the family. The chairs are apt to be piled with clothes and the table covered with the remnants of the previous meal. As a family does not usually occupy one whole flat, it is generally impossible to ventilate a two or three room apartment properly. The heat is reflected up from the narrow street and from the buildings across the way until the rooms become unbearable on a hot day and the children can not remain in them.

The alternative left the child is the street, but this was far from being a tempting alternative. The narrow streets become like ovens under the scorching rays of the sun, which beat down from above and reflect from the buildings at the sides. These streets can not be kept as clean as in better neighborhoods on account of the volume of the traffic and the obstacles in the way of the sweepers. Each gust of wind raises a cloud of dust, which analysis proves to be 95 per cent horse manure, to fill the eyes and lungs of the children. This results in inflammation of the eyelids and other eye complications. Analysis also shows that this dust nearly always contains the germs of consumption, and the susceptible are exposed to this further peril. Commissioner Woodbury, of New York, found as high a number as 185,000 germs per cubic centimeter in the air of some slum streets, while there were only 8 or 10 germs per cubic centimeter on upper Madison avenue. But there are other serious objections to slum streets as playgrounds. Filthy streets make filthy children. Where there is stone paving it is almost impossible for the children to run upon it. They are always interrupting the traffic. In the narrow streets of the east side in New York, where there is often a row of push carts at the curb on each side, there has been very little open space of which the children could avail themselves. Even if a free space can be found, play is always dangerous, as the children are always liable to be run over by cars or recklessly driven drays. The number of accidents to children always trebles or quadruples

the week after school closes. But even if the street game were not dangerous, it always has a bad effect upon the child. His game is always being interrupted by the traffic of the street; so he comes to play in a listless way; and almost any good game he might seek to play, such as baseball, is against the law and renders him liable to arrest.

The education of the street does not lead to a love of the beautiful or the good, and it has little intellectual value. Physically it means overstimulation of nerves and dangers from heat and dust. Intellectually it gives a certain alertness and cunning, but causes distrust. There is not much in the sight of passing trucks and push carts or beer wagons that can have a high intellectual value or exert an elevating influence. The manners of the street are derived from its law of success—to push yourself forward and grab the thing you want. Its moral code is, "They should take who have the power, and they should keep who can."

If one of these crowded sections in which there has been no provision made for the children be visited in vacation time, scores of the children will be seen sitting listlessly on the steps of the tenements or playing half-hearted games on the streets. Many will be seen pitching pennies, or at games of cards, or playing craps, despite the law. The sight of boys stealing fruit is not infrequent. There is always a tendency for the boys of a neighborhood to organize into gangs for purposes that are not always good.

The writer has dealt with these conditions thus fully because out of them arises the great child problem of city life which all the social agencies are trying to solve. It is this condition out of which has grown all of our vacation work, including vacation schools, playgrounds, fresh-air work, boys' camps, etc.

DEVELOPMENT OF VACATION SCHOOLS.

In the large meaning of the words "vacation schools" would include all schools carried on in vacation time, but as the words are generally used they do not apply to the summer schools of universities, teachers' institutes, Chautauquan circles, etc. The term "vacation schools" is also often used to apply to both vacation schools in the narrower sense and playgrounds. As the words are here used the name refers to schools for children carried on for the most part in the class rooms of the regular schools during the summer vacation. In nearly every case these schools are situated in the most densely crowded parts of our larger cities.

The vacation school was the first feature of our summer work to be developed. The conditions being such as I have described, it is not strange that the work was started in the first instance in nearly every case by philanthropic societies. The first vacation school of which the writer can find any record was started in the old First Church of Boston in 1866. The work was begun in New York by the Society for Improving the Condition of the Poor in 1894. It was begun in Chicago in 1896; in Brooklyn, Hartford, and Cleveland in 1897. Baltimore, Philadelphia, Buffalo, Indianapolis, and many others started these schools in 1898. In a number of cities the work was carried on by playground or vacation school societies which were formed for this purpose; in others it was maintained by women's clubs or civic clubs. For the last five years there has been a very strong tendency for the school systems of the various cities to include vacation schools as a part of their regular work. During the summer of 1902 probably in one-half or one-third of the cities which had vacation schools the work was under the direction of the superintendent of schools, and in a large proportion of the others a part or the whole of the money needed for carrying on these schools was furnished by the school boards. The public school buildings were used in nearly every case. The first vacation school to be maintained as a part of a school system was in Newark in 1886. In the summer of 1903 nearly every city in the United States of 100,000 inhabitants maintained vacation schools. The writer has been unable to gather

definite information as to just how many and which ones of the smaller cities support such schools, but the number would probably exceed 200. New Orleans, which begins this work this summer, is the last large city to take it up.

If we look for the cause of the very rapid development of vacation schools during the last five years, I think we shall find it in the action of the board of education of New York in taking over, in the year 1898, the 10 vacation schools of the Society for Improving the Condition of the Poor. Superintendent Stewart was placed in charge and given sufficient funds to show the possibilities of the movement. Superintendent Stewart, being a man of unusual originality and thoroughly in touch with the movement, made such a success of the work that all the leading papers had frequent articles about it and public interest was awakened all over the country. The work in New York arising from a graver need seems to be flourishing more vigorously than elsewhere. In the summer of 1901 there were over 1,000 teachers in its vacation schools and playgrounds and nearly \$100,000 was expended. During the summer of 1903 New York maintained 58 vacation schools, which employed 1,400 teachers. While I have not seen any estimate of the cost of vacation schools for 1903, it will certainly largely exceed \$100,000, and in the budget for 1904 an increase of \$183,000 above the budget for 1903 is asked for. There is now a special superintendent who devotes all her time to this work and the evening play centers, which are carried on throughout the year.

It is impossible to predict just how far this work is to spread in this country, but the present indications are that every city in the North of 15,000 to 20,000 inhabitants will soon have vacation schools and that these schools will also exist in many villages of from 3,000 inhabitants upward.

It does not seem likely that this movement is to take as deep root abroad as in America, because the summer vacation is so much shorter there, and much better provision for the children is generally found in the parks, municipal playgrounds, school playgrounds, etc. However, a vacation school was started by Mrs. Humphrey Ward at the Passmore Edwards Settlement at Tavistock Place, England, in the summer of 1902. The experiment was a great success and is to be continued. There is a movement to start vacation schools in Amsterdam. There seem to be no vacation schools in Canada, nor can the writer get word of any being started in Mexico or in any South American country, though there is a movement to start such schools in Buenos Ayres.

COURSE OF STUDY.

The vacation schools have been experiment stations, and there has been little uniformity in the courses of study in the past. At first the idea was simply to keep the children off the street and keep them occupied, a merely negative aim. It soon became evident, however, that if anything was to be done it was best to do something worth while. As soon as educators came to consider the problem carefully they saw it was not merely a question of keeping the children off the street that was before them, but that they also had the problem of supplying the children with something that would take the place of those old duties of childhood that had disappeared, of furnishing manual activities and problems similar to those with which our ancestors had had to deal, and of restoring to the child something of the environment of nature which he had lost. When these new ideals came to be perceived, it became evident that it was not the children of the poor alone that needed vacation schools, but they were as necessary for the children of the well-to-do as for the children of the needy, for the children of the village as for the children of the city, unless the child got from his home life and surroundings this invaluable acquaintance with work and nature.

Many experiments have been tried in order to determine what is most valuable

for vacation school work. Each city has tried its own experiments, and in some, as in New York, there was at one time a different curriculum in each school. However, the work is becoming more uniform every year. In broad outlines it is now well defined.

Nearly all vacation schools have manual training as the basis of their work. This is supplemented by nature study, story telling, music, local geography, history, and excursions.

Manual training.—With manual training the first idea of the beginners of the movement seems to have been an occupation which should keep the children busy and contented. Since then three other well-defined ideals have arisen. These ideals are not always consciously held, but the educators have seen that in the quarters of the poor, where the struggle with want is hard and bitter, the mother too often works with the father at the bench or in the factory, and there is no time or energy left to teach the daughter the activities of the home, if such a habitation can be said to be a home. Then, too, the parents in our slums have nearly always come from some foreign land of oppression, where the refinements of life have never flourished. They scarcely have a conception of the standards of living of our American people. Under these conditions the children must reform the home, and instead of learning the household arts there, as children usually do, the school must teach the arts and refinements of the home to the children, who, reversing the traditional method, must teach them to their parents. Led by a knowledge of such conditions the New York board, and the boards of education in most cities, have taught in the vacation schools nearly all the activities of the home. These have included sewing, knitting, crocheting, embroidery, sweeping, dusting, scrubbing, laundering, cooking, setting table, waiting on table, washing dishes, parlor decorating, bandaging cuts or bruises, nursing the sick, care of babies, etc. Especial attention has been given to an attempt to create an appreciation for the neat, clean, orderly, and tasteful arrangement of the room and work done. Politeness and helpfulness are insisted on. The boys have been taught to make brackets, wall pockets, and other things which might assist in making the house attractive.

The first motive to become prominent in determining the nature of the work for boys was a consideration of the disappearance of children's chores or duties from modern life. The country boy, by the time he had finished the district school, has learned to perform all the activities of the farm, but the city boy, by the time he has finished grammar school, probably has not learned to do any work. The father's work is often at too great a distance for his son to know much about it.

Perceiving these deficiencies, the vacation schools are teaching a great variety of occupations to the boys. Of these the most common are whittling and carpentry, but wood carving, venetian and bent-iron work, weaving, basketry, chair caning, and cobbling are also found in many schools.

The third ideal is a more purely educational one. It has been most influential in determining the method rather than the nature of the work. This ideal sees in the development of the hand and its activities the secret of the development of motor areas of the brain, the origin of speech, and all the higher mental activities. It reasons that to revive these old activities in something like the order in which they were formerly pursued by the race will stimulate and develop the corresponding brain cells as no later superimposed activities can. This has led in one or two cases, as at Andover, to the teacher taking the boys into the woods, where they built their own houses, constructed their beds, made fishhooks, and caught a considerable part of their own living.

This ideal sees in *doing* a part of education that is quite as important as knowing, and doubts the value of an education which teaches a child to know without

impelling him to do. It seeks to teach such patience and accuracy in achievement as life will require of the man.

This ideal demands also that the children shall not spend too much of their time on set tasks, but that the activities shall lay hold on some deep interest in the child and be an expression of himself. It doubts the value of boys spending much time in making fancy joints and sections, but sets them to making carts and boats and such things as the boys want to make. It sets the girls to making dresses or doll clothes instead of learning a dozen different stitches. In so doing it hopes to secure interest, prolonged effort, and pride in the work when it is done.

The constructive work is carried on in connection with the work in designing in many schools, as in New York, and the children first make a plan of the basket or cart they wish to construct and then execute it.

Nature study.—Nature study has been another subject. There seems to be a general awakening of interest in nature study of late years. This new interest has come, in part at least, as a result of a belief in the moral value of natural surroundings, and of the feeling that one who is really fond of nature has an element of nobility in his character which will tend to keep him from doing mean and contemptible things. The nature work in the vacation schools has also been influenced perhaps by the feeling that the natural place for a child in the summer time was the country; and that if the child could not go to the country, the schools must bring the country to the child.

There has been a very great diversity of method in the different cities. In New York there is a special department of nature study under a general director. During the first years specimens were gathered in the country every morning and sent by express to the schools, where they were made the subject of talks, of lessons in drawing, etc. Now nature is studied from window boxes that are planted by the children, from outdoor gardens when these are available, from aquaria, which are furnished by the New York Aquarium, and from mounted specimens, which are furnished by the Natural History Museum.

An interesting experiment in nature study has been conducted in New York for the past two summers by Mrs. Henry Parsons. A tract of land has been secured in the De Witt Clinton Park and laid out into garden beds 4 feet by 12. There are some 300 beds, or farms, as they are called, this summer. Each of these small farms is owned for the season by some small farmer boy or girl who plants some seven different kinds of vegetables in it. These thrived last year and were not molested. The vegetables that had not been used were pulled up, roots, leaves, and all, at the end of the season and sent around to the different schools.

In Providence, Baltimore, and Pittsburg the children have cultivated gardens of their own, either on the school grounds or on lots near by. Pittsburg has a very well-arranged course of nature study, besides planting window boxes and having gardens. The first two weeks were given to a study of the common fruits and vegetables to be found in the groceries of the neighborhood. The third week was given to the study of the common birds from the cases loaned by the Carnegie Museum. The fourth week was devoted to the study of the wild flowers of the neighborhood, and the fifth to the study of insects from the Carnegie Museum.

Nature study in the school curriculums generally means a study of flowers; but it sometimes means a study of rocks, trees, birds, animals, and insects.

Chicago has made nature study the basis of all the work. The children were taken on very carefully planned excursions one day a week. A large part of the work for the remaining four days was given to the discussion of the things seen and the study of the things brought home.

It is to be regretted that a closer correlation with the city park departments can not be effected, whereby the natural objects of the park might be made more serviceable for study. If the park departments could be induced to devote some part

of their park area to the systematic growing of wild flowers and another to the raising of the common vegetables, a very great service might be done to the children. In Germany flowers are distributed to the schools from the parks just as books are now distributed from our public libraries, and birds and animals are in some cases sent around from the museums. In order to have nature study highly successful in a city like New York, where the land is so valuable, some such arrangement must be made with the park department, or the board of education must establish gardens of its own and send around flowers and plants to the different schools as it would books.

It seems to me a question worth considering whether the time has not come for each school and playground, in order to cultivate a love for animals and promote nature study, to maintain a small and very accessible zoological garden.

The new custom of museums and aquariums of loaning specimens and living fish to schools, which seems to be coming in now, is an exceedingly hopeful sign and promise of progress in this field.

City history and geography.—A number of cities, as New York, Philadelphia, and Cambridge, have undertaken to familiarize the pupils of the vacation schools with the local geography and history of the city. This work has aimed to give the children a practical acquaintance with the city and its environs by excursions to all the principal points of interest. It has sought to interest the children in the city's history by excursions to places connected with its past. New York has a general director and six special teachers of this work.

Excursions.—Excursions have been one of the constant features of the vacation schools. There have been three chief purposes in the excursions carried on—pleasure, nature study, and the study of historic spots. In very many cases the railroads and street-car companies have carried the children free, as in St. Louis and Pittsburg. Generally they have at least given a reduced fare. New York, however, has generally paid full price for transportation. In some cities the children have paid for their excursion themselves, but in nearly all cases the expense has been borne by the school. Pittsburg provided its children with a picnic dinner as well. In St. Louis a practice was made of taking parties of the older boys to see the great baseball games that were played in that city. Two of the most ambitious excursions the writer has seen any account of were the trip of the Chicago children by whaleback steamer to Milwaukee and back, and the trip of the Philadelphia children to Atlantic City for a day on the beach.

Story-telling.—Story-telling has been a feature of nearly all vacation schools. Some have had a regular period set aside for story-telling. There has been no outline of what stories should be told, so far as is known, but the children's classic stories have generally been suggested.

Story-telling has perhaps been even more popular in connection with playgrounds than with vacation schools. Pittsburg has had this very good arrangement. The Carnegie Library has furnished a librarian to take charge of the circulating library kept in the school. This librarian has given a certain period each day to story-telling. Another exceedingly suggestive arrangement in Pittsburg was the placing out of a number of home libraries in the homes of the children of the vacation schools.

Music.—Music is so intimately connected with the idea of freedom and jollity that one is surprised that it has received so little attention in the vacation schools. The only place where it has been given prominence, so far as is known to the writer, is Boston.

Scholastic work.—As to how far it is wise to teach regular school studies in vacation time may be a question. Newark and Denver are examples of cities where this has been largely done. In Denver the work has been especially adapted for children who had failed of promotion or who wished to make up a

grade. The work was for the forenoon only and there was no home work. It seems to me there might well be a class or two of this kind in each of the great vacation schools of a city like New York. The child perhaps would not need to give more than half of his forenoon to this work, and thus would avoid the discouragement of being left behind by his class. It might be a question, however, if it might not encourage listless work during the term if the child knew he had a chance to make up his deficiencies during the vacation.

The teachers in our vacation schools are coming to be a regular corps at fixed salaries, holding their positions from year to year.

The discipline in the vacation schools is usually very lenient. Freedom of movement and freedom of conversation are allowed within limits. This gives a far greater social opportunity to the child, and it is to be hoped that the teacher will stand in a more personal relation to him than is usual in the regular school work.

ATTENDANCE.

Regular attendance is always a problem for the summer school. The child is always getting opportunities to go on picnics or excursions or to pay a visit to the country. All of these things, of course, interfere with the regularity of his attendance. It has been the custom of some vacation schools to secure regular attendance by keeping a waiting list and giving the place of any child who is absent twice without a sufficient excuse to a waiting child.

SOCIAL AND MORAL CULTURE.

An idea which has been influential in the vacation school from the first is the idea of social and moral culture. The vacation school has always been regarded as a semiphilanthropy, and as such it has been expected to exercise a good influence over the children. It has sought to do this by keeping the children away from the temptations of the street and by the direct influence of the teachers.

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II. PLAYGROUNDS.

GENERAL CONDITIONS.

Before entering upon a discussion of the present playground movement in America it may be not inappropriate to give some account of the status of play in the countries in which this movement took its rise.

German playgrounds.—As Germany has been the source of most pedagogic movements of the last century, so it has been the source of the playground movement as well. Our present system started in the sand gardens of Berlin. In Germany there has been a very great interest in play of late, and great efforts have been made to encourage it. Commissions have been sent to England to investigate the system of athletics in the English schools. Special inducements have been offered to English cricket and football teams to tour Germany and play matches in the different cities. Play conferences are being held in the great cities every year, and thousands of teachers are being taught to play games with the children. A German annual of some four or five hundred pages, *Das Jahrbuch des Volkundkinderspiel*, is entirely devoted to the promotion of play. In

many schools there is a regular curriculum of games for each grade. There is often provision for regular directed play during the school intermissions. In several cities, as in Munich, there is a law requiring that each school shall furnish a certain minimum play space for each child attending the school. In Munich this is 25 square feet of playground for each child. In Berlin, playgrounds in the parks are allotted to the various schools, generally three schools to a playground. Each school has a right to use this playground two afternoons a week after school.

Playfulness, however, does not seem especially characteristic of the German man or of German life. The present movement springs rather from an intellectual appreciation of its value than from an outflowing of German nature. The German nature seems better expressed in its gymnastics and its military system than it does in its play. There is no great German national game like baseball or football or cricket. So far as the writer knows there is no great organized game of any kind.

The German universities make almost no provision for athletics or games, and there are no baseball, football, or rowing contests between the different universities. Dueling with narrow swords seems to take the place of athletics and is still very prevalent. The universities, instead of having fraternities, have what are known as corporations, which are largely dueling societies. The writer saw some 20 duels in one forenoon at Heidelberg last summer. The only athletic game which is popular is tennis, which seems to be much more popular throughout Germany than it is with us.

The first German playgrounds to attract attention in this country were the sand gardens. These are playgrounds for small children. They are often situated in the parks, but may also be located in any other available space. A load or two of yellow sand from some neighboring sand bank is deposited in an open space and benches are placed around it. In some cases the sand is placed in raised trays so the children can stand around and play with it; in others there is merely a heap of sand on the ground. The sand is changed frequently for sanitary reasons. There is no one in charge. These gardens are an interesting sight any afternoon in summer. One sees perhaps fifteen or twenty children there, and the benches filled with mothers or nurse girls who are sewing, knitting, reading, or watching the children, as the case may be. This seems to be quite as good a recreation for the parents as for the children, and it must give them a better knowledge of childhood.

These sand gardens often occur in connection with playgrounds for larger children in open spaces in the cities.

In Berlin there is a playground of 40 acres that is intended solely for the small children. It is situated in Treptow park and is a broad, level meadow, surrounded by four concentric rows of cottonwood trees. Between the trees are benches for the parents or for the children when tired. This playground on a pleasant day is a sight to be remembered; its whole expanse covered with playing children in bright dresses, with toy balloons and kites, nurses with baby carriages, and parents out for a picnic with the children. Everyone seems happy, and the playgrounds beneath the trees give relief if the open becomes too hot.

Nearly all German cities have athletic fields for tennis and football, similar to such grounds in our own cities.

One of the most interesting playgrounds in Germany is what may be called the concert-garden playground. It is for the children of parents who are attending the concert. As everyone knows, concerts and beer are two constant factors in all German cities. In every city of any considerable size there will probably be a dozen or more military concerts being given every afternoon in summer. At these concerts there are always beer and wine to be had as well as very excellent lunches served at moderate cost. If one goes from one concert garden to another

on a summer afternoon, it is very evident that a very large proportion of the women of the city are present. They do not drink excessively as a rule, but sit at the tables under the trees, sew or knit or talk while they drink in the music along with the beer. They are quite relieved of the care of the children, because there are playgrounds provided for them in almost every case. These playgrounds are generally located under the trees and equipped with gymnastic apparatus, swings, seesaws, maypoles, merry-go-rounds, etc. Sometimes there are artificial hills for the children to ride down in their carts. These concert playgrounds occur at the botanical and zoological gardens, and in many of the smaller parks of the cities.

Many of the large beer gardens also have playgrounds.

A great many playgrounds that might be called cooperative playgrounds are now being laid out in Germany. They are grounds usually of 3 or 4 acres in size, have a bicycle track around the outside and tennis grounds in the center. They are flooded for skating in winter. Each person is charged a certain fee for the use of the grounds.

There are also a few playgrounds in Germany under regular play leaders, whose qualifications are fixed by law.

French playgrounds.—France has never manifested much interest in play. The games played by the children are mostly of a trivial nature. There appears to be no literature on the subject.

Playgrounds of England.—England is often spoken of as the home of athletics. For every American that plays baseball there are probably 10 Englishmen who play cricket or football. There is a universal interest in sport. Every gentleman plays some game or games as a thing of course.

English laborers get a half holiday on Saturday, and a large proportion of them always find their way to the cricket or football field. Most of the villages and towns seem to own their own cricket and football fields as much as they do their townhall. The acquiring of skill in play is a part of the education of the English gentleman, consequently we are not surprised that play is compulsory in the English "public school."

Even the board schools of London are surprisingly well furnished with playgrounds. In the more crowded sections there are roof playgrounds, but most of the schools that I visited, even in densely crowded sections where the land must have been very valuable, were surrounded by grounds of considerable size. One school near the Bank of England must have had nearly an acre of playground. These yards are covered with cinders or gravel, and are open to the children from the time of closing of school until dark every day. There is no one in charge but the janitor, except so far as the interest of the teachers leads them to coach their pupils. Many of the teachers make a practice of taking their pupils to the park grounds to play cricket once a week or once in two weeks. At certain seasons each teacher of the upper grades takes his class once a week to the city swimming baths for a lesson in swimming. There are a great many cricket and football fields in the parks of London, and schools can usually get a license to use a ground two or three times a week at least. An exceedingly interesting expedient of certain London schools, which are not able to own a playground in the vicinity of the school, is to secure an out-of-town playground and then make some arrangement with the tram companies to carry boys for a reduced fare on half holidays.

All of the great "public schools" of England have magnificent playgrounds. They are many acres in extent and perfectly kept. Even Westminster, located as it is within a stone's throw of the Abbey and the Houses of Parliament, has a playground 10 or 12 acres in extent which must be worth nearly as many million dollars as there are acres.

As everyone knows, cricket and football are compulsory in the English public schools, and every boy must play whether he cares to or not. There are always

professional coaches on the field. Cricket has many good points, but as it often takes several days to play a game it is doubtful if it is well suited to the American temperament or will ever become popular here. These games have great value in the training of character and social graces. The training which these boys get from their play is probably almost as valuable as that which they get from their studies.

The characteristic thing about the sports at the English universities is that nearly everyone plays, and generally devotes most of his afternoon to sport. An English gentleman would feel almost as much insulted if he were asked if he played cricket as he would if he were asked if he could read and write.

Characteristic of the English system is compulsory athletics and the common participation of the teachers in the games of the pupils. This gives a very great opportunity for character training through the personal influence of the teacher and puts the teacher and scholar in the most intimate and kindly relation with each other.

Playgrounds of Scotland.—The first municipal playgrounds of the world, in the modern sense, were probably those of Glasgow. This very progressive city now has twelve or fifteen such playgrounds, equipped with swings, seesaws, may-poles, and some gymnastic apparatus. There is a care taker or janitor in charge. The writer understood that there were also some school playgrounds open and in charge of the teachers this summer. He saw the grounds open and full of children, but never any teachers in charge.

Scotland is the home of golf and curling, and just now the old game of bowls is very popular.

Playgrounds of America.—If one were to compare the playgrounds of America with those of England he would notice in America the absence of the corporation playground for adults, which is apt to be a feature of English towns. In the American high schools and universities noticeable differences from the English are the comparative absence of the professional coach and the greater specialization in sport. Everyone plays in the English school. In the American not one-tenth of the students are members of any regular team. Those who do play are compelled to give so much time and training to it that it becomes more like work than play. The country and village schools of America are very poorly provided with playgrounds, and the importance of play is not generally realized. It is a very grave consideration that we as a people have no healthy, vigorous game in which all take part, such as the English have in football and cricket, for, if we are to get shorter hours of labor and more half holidays, what are our people going to do with their leisure? If more leisure is to mean more beer and debauchery, we had better not have the leisure.

THE NEEDS OF OUR AMERICAN CITIES.

When one sees the plans of our cities of forty years ago it is quite evident that play had not been considered. Although the play of children is as natural as the songs of birds, our Puritan ancestors regarded it almost as a sin. Life was to them altogether too serious a thing to be frittered away on activities which seemed to bring no return. So, too, there was not then the same need there is now. In early years, when industries were less specialized, there was also much work for the children to do, which furnished an outlet for the motor impulses of childhood. This, to be sure, was not the same as play. No other activity has the same power to awaken and stimulate the intelligence and emotional life of the child that play has. Still it did give an opportunity for effort and was some relief for overcharged nerve cells. As time went on and the father ceased to be an independent owner and producer, the activities of the children disappeared and the city children were left without

work. The growth of these cities had left them without playgrounds, and now in vacation time there was nothing for them to do but mischief.

There is to-day an effort to replan our cities so as to make provision for play. The playgrounds are at present absurdly inadequate, but the movement is so vigorous that we may hope for much improvement in the near future. In order to secure sufficient play space for the children somewhere, from every fifth to every fifteenth block should be left vacant, according to the density of the population. If there were a playground in every fifth block in lower New York there would still be more than a thousand children for each acre of playground. Some time, perhaps, we shall have a law setting a minimum playground space for each child which no city would be allowed to disregard. The provision can not be adequate until playgrounds are located in each ward as regularly as the schools. This minimum limit should not be less than 1 acre to every 5,000 children, and 1 acre to every thousand children would scarcely be adequate. This must, I think, be obvious to all. Yet, when we consider actual conditions, we find that in some of our cities there has not been an acre of playground to a hundred thousand children. In the lower east side of New York there have been more than 200,000 children with no playground but the streets.

The small cities and villages have been quite as remiss as the larger cities. In very few indeed has there been a regular playground belonging to the corporation. The need of the small cities is not so great, but neither would the expense of providing playgrounds be comparable with the cost in a great city where land is sometimes worth nearly a million dollars an acre. However, as the public comes to realize more fully this need, the extra expense would be largely met by the increase in value of real estate due to greater opportunities given the children and the increased light and air received by surrounding buildings.

We may not expect the realization of these conditions at once, but the growing appreciation of the value of play and its function in the development of the race is sure to bear fruit in the action of municipalities and in the gifts of the philanthropic. New York now sets aside \$300,000 a year for purchasing sites for playgrounds. It would probably cost \$100,000,000 to purchase the ground to furnish the 600,000 children in New York with the four or five hundreds of acres for playgrounds which they need. At this rate it would take New York some three hundred years to provide herself with playgrounds, supposing the population not to increase and the land values to remain permanent. However, the securing of this \$300,000 was a great victory for New York and we may hope that it is seed sown in good soil. In the solution of this playground problem lies very largely the solution of one of the great problems of city life, that of providing decent conditions for the young. The providing of better conditions for the children would tend also to increase the size of families among the more intelligent classes—a consummation greatly to be wished.

All students of play are agreed in dividing the play life of the child into three periods, the first period, from birth to 5 or 6 years of age, being given mostly to imitation and dramatic plays; the second period, from 5 or 6 to 12 or 13, being given largely to competitive games, such as "I spy," etc.; and the third period, from 12 or 13 on being given to cooperative games, such as baseball, and so on. This threefold play life requires a similar provision in playgrounds.

In the houses of the well to do, the child under 5 may play in the play room or nursery. In the country and suburban districts they may play in the yards of the houses, but in the crowded tenements of the city's poor there is no place for play. These children can not go far from home with safety. They are never safe by themselves on the streets. If they are to have a safe playground it must be in the center of the block. Several such blocks with interior playgrounds, with a kindergartner in charge, have already been built by model-dwelling associations

of one kind or another. The chief difficulty seems to be the providing for the clotheslines which at present make the interior of most crowded blocks so ugly. This difficulty has been met in four different ways: By providing facilities for drying clothes on the roof, by putting reels on the back porches, by furnishing a laundry room and drier in the basement, and by building a separate laundry for each block. If this can be done and interior tenements, factories, and stables, along with partition fences are banished, the interior of each block might well contain a small park, a playground, and, in the quarters of the very poor, perhaps a day nursery. In this way even the poorest might have something of beauty and nature near them and at least one spot in their environment that did not suggest the bitter struggle for subsistence. It would give a common ground for neighbors to meet, such as their narrow quarters do not furnish, and would give a safe place for the children to play.

The block playground already spoken of will provide for the children from 5 to 13. For the older children athletic fields are necessary. Our large cities are doing much to supply this need at present.

WHAT HAS BEEN DONE.

PARK PLAYGROUNDS.

For many years our American cities have made some provision for play. The municipal playground as now understood has been the outgrowth of the last few years, but the park playground or athletic field is much older. Washington Park, Chicago, which was opened in 1876, contained 60 acres of baseball, football, and tennis fields. Lincoln Park has 10 acres of ball field and 3 acres of tennis.

In Philadelphia there are 50 acres of playground in the east park and 60 acres in the west park. The parade grounds in Brooklyn contain 40 acres, which are used as a baseball field. Boston has nearly 200 acres of such playgrounds. There are a great many smaller playgrounds in the smaller parks of these and other cities, but these are all playgrounds for men or large boys. A license is generally necessary in order to play in them, or, if not, they are apt to be so crowded as to make play very difficult and often dangerous. The play is not directed.

MUNICIPAL PLAYGROUNDS.

Municipal playgrounds, as they are coming to be understood, are quite different from these athletic fields in the parks. These playgrounds are intended for children under 15 and are often parks by themselves. They are usually surrounded by a separate fence and contain gymnastic apparatus, swings, sand, etc. In each of the new playgrounds in New York, which were opened in seven of the small parks in 1903, there are gymnasts and kindergartners in charge. While the play does not receive the close supervision and direction that it does in the school playgrounds, it is still in a measure directed play. Chicago has had five or six such grounds and ten new ones were to be opened this summer. Several of our smaller cities have one or more. They are sometimes called model playgrounds, but this name, I judge, must soon cease to be used. In the general plan each of these playgrounds is surrounded by a running track. It contains a good outdoor gymnasium, a basket-ball court, swings, seesaws, and some open space for general play. Sometimes it contains a bath house. The playgrounds for girls and boys are separate.

Probably the man who has been most influential in securing playgrounds for New York is Jacob Riis. Mr. Riis, as a police reporter, saw the conditions as they existed and stirred up the people to sympathize with the children. In Mayor Hewitt's administration in 1887, a law was passed that allowed New York to spend \$1,000,000 a year in acquiring small parks, with the understanding that there was to be a playground in each park. However, nothing was done until 1895, when a

law was passed providing for the purchase of the sites for two small parks within three years. These sites having been purchased and the houses demolished the grounds were left a heap of unsightly ruins interspersed with the half-filled cellars of the former houses. Nothing further was done until 1899, when permission was given to the Outdoor Recreation League to level off this ground and improve it for a playground. This league has been of great service in securing playgrounds for the city. It was founded largely through the efforts of Mr. Zanoff, who came to New York in 1898, after starting the work in Philadelphia, but Mr. Charles B. Stover was elected its first president, a position which he has held ever since. The league is a group of earnest and public-spirited men and women, consisting largely of social workers. Mr. Stover has been quite unwearied in raising money and in seeing city officials to secure the needed legislation to carry on this work. The league has raised several thousand dollars each year to equip and maintain its playgrounds at Hudson Bank and Seward Park. Mr. Stover is now supervising the laying out of the playgrounds for Park Commissioner Willcox, who is doing so much to provide facilities for play to the New York children.

The new municipal playground in Seward Park is a triumph for Mr. Stover and Mr. Willcox. It is probably the best municipal playground in the world. There is a playground for girls and one for boys. Each is surrounded with a strong iron fence and well supplied with apparatus. The girls' playground contains swings for older children and swings for babies, sand bins, a kindergarten tent, etc. It is to be shaded by trees. Three teachers are in charge. The boys' playground contains a running track, a large outdoor gymnasium, a basket-ball court, permanently laid out, and May poles. A large public bath house with some 2,000 lockers stands just outside. Band concerts are given every Friday evening, and the plan is that athletic contests shall be held there every Saturday afternoon. There is room for some 7,000 spectators around the boys' playground. The entire park contains about 3 acres and has cost the city \$2,500,000. There are two or three thousands of children on the ground most of the time when school is not in session. At 7 o'clock there are probably six or seven thousand children present. This park has already become one of the greatest civic and social centers in the city. Mr. Stover says it is to be the forum of the East Side—and it seems quite likely, for the loggia of the bath house will furnish a good platform for a public speaker, who never need lack for an audience in this locality. A new public school, some six or seven stories in height, containing seats for 4,500 children, is to be built at the north of this park. Perhaps a municipal court will be erected at the northeast and probably a Carnegie library on the east. The Educational Alliance, with its thousands of constituents, already stands on the southeast corner; so the park is sure to be nearly surrounded by public buildings. Such will probably be the result in the case of the other small park playgrounds. They are sure to become civic and social centers. When we consider that the most of these thousands of children who are in the playground would be on the streets if they were not there and that hundreds of these young men would otherwise be in the saloons, it is evident what a great influence for good such a playground may be in the community.

THE SCHWAB PLAYGROUND.

The most ambitious attempt that has ever been made by a private individual to provide playgrounds for children is the playground at Richmond Park, Staten Island. Mr. Schwab, the former president of the United States Steel Corporation, himself without children, has resolved to give the children of New York a good time. To this end he purchased 65 acres of land on one of the Staten Island beaches, and has had hundreds of men at work leveling off grounds, filling in depressions, building bath houses, and, in general, fitting the spot for a great play-

ground. In order to get the children there, Mr. Schwab has built a steel vessel, called the *Happy Day*, which has the capacity to carry 3,000 children, though only 1,000 are to be carried. In this way the children of each of the schools and playgrounds of the city, and, finally, the settlement and mission children, are to be taken out on picnics for the day. They will be carried to the beach, where they will be supplied with bathing suits, furnished with an equipment for every kind of a game, and given rides on swings, seesaws, and merry-go-rounds. At noon they will be provided with a free dinner.

At the back of the playground there is a model farm, into the mysteries of which the children are to be initiated. In the afternoon they will be taken back to the city, all without any expense to themselves. Mr. Schwab calculates the cost to himself of maintaining this playground at \$1,000 a day or \$1 per child. This will mean an expenditure of about \$100,000 a summer, or 5 per cent interest on \$2,000,000. When this is added to the original cost of the land, the cost of grading, erecting buildings, and the ship, etc., it will mean an outlay of not much less than \$4,000,000 to Mr. Schwab. This playground was to have been in operation this summer, but the construction strike tied up the work at the grounds and on the ship, so this was impossible.

SCHOOL PLAYGROUNDS.

The movements for school playground have been so intimately connected with the movement for vacation schools that the one account might almost serve for both. Certain Boston ladies visiting in Germany were impressed with the value of the sand gardens of Berlin. Their account of the work there led to the establishment of a sand garden in connection with the Children's Mission on Parmeter street, Boston. This first sand garden was started in 1886. From this simple beginning has grown the present movement, which is now so far-reaching in its influence and activities. The work was soon taken up in other cities. Generally the playground consisted of a corner of the school yard. The equipment was a load of sand. A kindergartner contributed her services and only small children were admitted. There were also playgrounds that were carried on by philanthropists or by philanthropic societies. The playgrounds and vacation schools have always been under the same management.

In speaking of the educational playground of to-day as a playground we are giving the word a very wide significance. In the first place there is no ground in the playgrounds of the New York schools at least, and too often there is very little play. The playground includes a library in most cities, and there is also more or less industrial work. There are regular classes and drills in gymnastics, the same as there would be in a gymnasium. In speaking of the work in the playgrounds I shall speak mostly of New York, because the problem of New York is greater than that of any other American city, and the work is correspondingly more varied and extensive.

Varieties of school playgrounds.

School yards.—There have been six sorts of playgrounds so called in the New York system. One of these is the school playground proper. It consists almost entirely of the basement of the school building itself. Many of these schools have playgrounds on the roof also, but as these are not covered they have been too hot to use during the day. According to the new law every school building in New York must have a playground, and if an exterior playground can not be provided, a roof playground must be furnished. The cost of land is so great in the crowded parts of New York that the cost of the site is generally much more than the cost of the building, although the buildings themselves are magnificent. Under the circumstances perhaps the city could not be expected to incur the additional expense of securing external playgrounds, unless they be made several

stories high, but it may be urged in their favor, that it is generally impossible to secure sufficient lighting and protect the school from the noise and annoyance of other activities that are carried on near at hand without having some open space around the school. Our magnificent new schools are built in the form of the letter H as a rule. They run directly across the block and get all of their lighting from the interior of the H. The open spaces between the legs are used as exterior playgrounds. The yards are covered with cement. Even in the best new schools this space is very inadequate and can not be used for any organized game except basket ball. In the past, until the organizing of the playground movement, the playgrounds were scarcely used at all except during the fire drills, so it is no wonder that they were inadequate. As these school playgrounds are used in summer they furnish fairly adequate space for the kindergarten children, and for the children from 6 to 14. But there is no provision for the older children except as they do class or team work in gymnastics or basket ball.

Evening play centers.—A second department of the playground work is the evening play center. This is practically a social settlement without residents. In New York, these have usually been carried on every evening of the year except Sundays and holidays. The session has been from 7 to 10, and no children under 12 or 14 have been admitted. They have had libraries and quiet game rooms, clubs and classes in gymnastics, and literary and debating clubs.

There has been one large room where the children could come in from the streets and play crokinole, checkers, authors, etc. As these rooms have always been located on the street level, they have been very accessible. There are to be 20 evening play centers open in New York City during the coming year. In the more crowded sections, there will also be a study room in each of these.

Roof playgrounds.—A third department of the work in New York has been the roof playgrounds, or evening roof gardens. These were begun in 1902. These playgrounds are located on the roofs of certain large public schools. They are inclosed with a wall covered with a heavy wire screen and lighted by electricity at night. They nearly always receive a cool breeze on account of their altitude, and are a great relief from the heat of the streets. These roofs are open from 7 until 10 every week night and a good band is provided. The parents and children under 14 are admitted. There are seats around the outside for the parents, and the children dance around the band in the center when the music strikes up. These roof gardens are generally crowded to their utmost capacity on hot nights, and the doors have to be closed to prevent a jam. The one with which the writer is the best acquainted, has an average attendance of about 2,000 each night. There are three or four teachers in charge of each of these, who maintain order and organize the dances. They are obliged to give their directions through the megaphone because of the noise. The school board pays the band \$150 a week, the principal \$24, and the assistants \$15 each, making a total cost to the city of over \$200 a week. While this expense seems large, yet, when it is remembered that this is only 10 cents per week to remove a child from the heat, temptations and dangers of the street and give him happiness and a love for music, all will probably feel that the expense is justified. Ten such roof gardens were maintained last summer.

Outdoor gymnasias and playgrounds.—A fourth form of playground is the outdoor playground. This generally consists of a vacant lot which is rented, or a park playground which is secured, equipped with gymnastic apparatus and provided with attendants. In connection with an outdoor gymnasium with its basket ball court, there is usually a kindergarten tent and a sand bin for the small children, with a kindergarten in charge. These playgrounds in New York are not large enough to play baseball, though some of those in Chicago and St. Louis are.

Recreation piers.—A fifth form of playground is the recreation pier, of which there are 7 in New York. These recreation piers consist of the second story of an ordinary pier. They are from 400 to 700 feet long and project into the rivers surrounding the city. Their fluttering flags and gay decorations enable them to be recognized at a glance. They are delightful places in summer because they are nearly always swept by cool breezes from the harbor, and, as they are open at the sides, they afford an unimpeded view of the pageant of the river with its endless bustle of ferries, tugs, schooners, barges, yachts, and ocean liners; a sight which is always interesting and instructive. These piers are adjacent to thickly crowded sections and when the heat drives the mothers from the tenements and the children from the streets, both flock to the pier. Then the kindergarten rings are formed out near the end, and all goes on merrily.

These pier kindergartens are very valuable object lessons to parents in the management of their children. The mothers often crowd up around the kindergartens until they have to be forced back by the pier attendants, and many mothers have been heard to say they did not see how the kindergartners made the children mind without striking them. There can be no doubt but much gentleness of discipline in the home has sprung from the gentleness of the kindergartners on the pier. Medicated milk may be bought for the babies at a penny a glass and there is often a dispensary for the sick children.

In the evening there is music for everybody, and there are often six or seven thousands of people present.

Swimming baths.—The swimming bath is a sixth form of the playgrounds which have been carried on by the board of education. In previous years, these have had a general director and some 50 teachers of swimming. Several thousands of children have been taught to swim each year. At present this work is under the department of docks.

Playground session.

The playgrounds in most cities are open from 8 or 9 in the morning to 5 or 5.30 in the afternoon. In New York the vacation schools are open in the morning from 9 to 12 and the playgrounds in the afternoon from 1 to 5.30. The playgrounds, however, begin earlier in the season and continue longer than the vacation schools. This year the playgrounds were opened on the 15th of June and maintained after school from 3 to 6 until the schools closed on the 1st of July. It is to be regretted that the school playgrounds should be closed to the children at any time in the crowded sections. The London playgrounds are open until dark every day without anyone in charge but the janitor, and no damage seems to be done. Their problem is simpler than ours, but our difficulties are surely not unsurmountable.

Attendance.

Probably three-fourths of the children reached by the school board playgrounds are at the schools themselves. Four thousand nine hundred children entered one of these New York playgrounds in half a day by school register. When the playgrounds were first opened in most cities, such crowds of children came that there was no room for play, and the whole playground became one surging mass of children, who shouted and pushed and made the place a pandemonium. After a few days the playgrounds were closed at a certain time, and no more children were allowed to enter, but even when the numbers were smallest this space was inadequate for vigorous play. There were often enough children waiting at the door at the opening time in New York to fill the playground to overflowing. During the first two or three years there was often trouble from gangs that came in from the street. For this reason one or two policemen were kept on the grounds all of the time.

Teaching children to play.

Probably there never was a worse place for play in the world than the lower east side of New York was ten years ago. For this reason when the playgrounds were opened in 1898 the children did not seem to know how to play. They would sit around listlessly until a game was organized for them, and generally the game broke up as soon as the teacher dropped out. The larger children paid little attention to the rights of the smaller children, and they crowded and pushed to get things as they were accustomed to do in the streets. This has been changed. The larger children have learned to take their turns along with the smaller ones in the use of any coveted piece of apparatus or privilege. The children have learned to play and to play far more gently than was their wont when their only playground was the street.

ACTIVITIES OF THE PLAYGROUNDS.

The school playground is a kindergarten for older children. Like the kindergarten, not all its activities are play. In the smaller cities there has been little specialization of playground activities, but in New York there are four departments of the work with four classes of teachers, each having a different kind of a license. These departments are the kindergarten, the library, industrial work, and gymnastics.

The kindergarten.—The playground kindergarten is much the same as any other kindergarten, and only trained kindergartners are employed. There are the usual kindergarten games and songs. For industrial work they have paper folding, weaving, and raffia work. The chief annoyances of the playground kindergartner arise from the free play period. While the games and industrial work are going on the kindergartner has only the regular problems to deal with, except that the numbers are very much greater (there are sometimes three or four rings, one inside the other, and three or four hundred children going around together), but when the free-play period comes there is apt to be trouble. In New York it has been the custom to give out toys to the children in this period. The children were not well known, their names were not usually taken, and stealing became very easy. The child of five who received a toy to play with often did not understand that the toy was merely loaned to him, and had very little conception of the moral obliquity involved in taking what he wanted, whosoever's money may have bought it. Consequently the toys melted away like snow before the summer's sun, and soon the kindergarten was in need of a new supply. Even if the toys were not stolen, it was always difficult to keep a child with a wheelbarrow or a chine hoop in his own proper area; and when he ran in front of a large boy who was playing pull-a-way, the consequences were often disastrous to both. This was also a peculiarly good time for loading the sand into the wheelbarrows and dumping it down the drains or about the yard.

The sanitary condition of the sand is a problem of which the smaller cities do not seem to have yet realized the magnitude. In New York the sand has usually been brought from the seashore. It is fine and white and costs about \$7 a load, delivered. It would not soil a white dress the first day, but this sand is costly, and it seems very wasteful to throw it away in a few days for clean new sand. The first year the sand was not changed at all; it was placed in large bins 50 or 20 feet long by about half as wide. Often there were 100 children to be seen digging or building cities in one of these larger bins, and they always seemed perfectly happy; but after they had brought in pieces of watermelon and bread and butter and mixed them with the sand, and had come in on one or two rainy days with their feet covered with the filth of the streets, and the fleas had made it their home, the odor of the sand bin was not always pleasant, and it was far from being a

delight to the sanitary inspector. Since the first two years we have used small sand trays about 4 feet square, and the children are encouraged to sit around the edge rather than in the tray. The sand is changed every week.

The love of digging in the earth is one of the deepest pleasures of children.

The little mothers and fathers who bring babies to the playground are usually admitted to the kindergarten section, and often seem as fond of the kindergarten games as the small children, so much so in fact that an older girl would often borrow a baby in order to get into the kindergarten. There is generally some industrial work provided for these older children if they are unable to take part in the games.

One of the questions that has exercised the New York kindergartners is whether the children should be allowed to play "street games" in the kindergarten. There is a great difference between street games, and this question can not be answered offhand. Some teachers have suggested that the street games should be played so that they might be reformed. The children might be taught to play them gently, and the bad element might be eliminated from some of the rhymes. It is interesting to study the variations which the children introduce into the kindergarten songs when they play the games on the street.

The library.—The library and quiet-game problem has not been well worked out anywhere. Much the most satisfactory work that the writer has seen any account of has been done in Pittsburg, where a large part of it has been effected by librarians sent around by the Carnegie Library.

The summer vacation is the time for general reading and the forming of literary tastes, such as the remainder of the year very likely gives no time for. It seems very important that the child's vacation should not be spent apart from books, as has been too often the case in our great cities. The books are too far away from the children and too difficult of access. One of the best things the playgrounds have done has been to bring a library to every playground, and put children in communication with good literature.

In New York the library has occupied one of the class rooms, which has been used for quiet games as well. There have been one or two papers, a few young people's magazines, and usually from 50 to 100 books, which, however, the children were not allowed to take home. This was a great inconvenience, as the child could not be sure of getting the same book again the next day to continue his story. When the children were allowed to take the books home, there was trouble in recovering them. The only satisfactory solution of this problem seems to me to be either the erection by the school boards of a small building in connection with each school to be used as a branch of the public library, with a regular corps of librarians in charge for the year, or the equipping of certain rooms of the school building itself for this purpose. I do not see how this great need can be met in any other way; and the education derived from wide reading is almost equal in value for the child to that derived from the school itself.

The position of a playground librarian is one of great possibilities, but it is also a very difficult one to fill. First of all, she must keep order and maintain such a state of quietness as will enable the studious to read or study undisturbed. If she is to keep her library free from criticism, she must see that the children preserve a proper decorum in the room, ask politely for things, etc. Secondly, she must keep track of all her books and games, and see that the proper books and games go to the proper children, and that the children are in a fit state of cleanliness to receive them. She must see that the games returned are complete and no dominoes or checkers are missing. Thirdly, she must know her library so well as to be able to suggest books to children and to interest children in good reading by telling them what the story is about. She must know how to play all the games, so as to be able to teach the children how to play them, or else many will

not learn. Fourthly, she must know how to tell the great folk tales and classic children's stories well, so as to interest the children in good literature. A certain portion of each day should be given to such narration. Obviously all these things are tasks that require a high degree of technical knowledge and skill, and can not be expected of many who come into the system for six or seven weeks during the summer vacation. The day schools also are impeded in their work by the difficulty of the children in securing proper books, as supplementary to their regular work. Many of the teachers are now receiving in their rooms small collections of books from the public libraries, and are becoming personally responsible for giving these out to the children. The problem would be much simpler for the school and the playground if there were a special room or building devoted to library purposes and a trained librarian in charge for the year. This would have a great influence in making the school the social center of the neighborhood, which could not help being good for the school. The work has been so successful in Pittsburgh because it has been in charge of a trained librarian from the Carnegie Library.

Industrial work.—Industrial work has been a feature of most playground systems for the past three or four years. It has arisen largely from the need of the little mothers who come with babies, or from the need of the older girls. It has consisted of sewing and basket weaving, though in some cases there has even been cooking for girls and carpentry for boys. This has been organized in the belief that this so-called work would be real play for the children, and such I believe it is. There are few sorts of play that are more interesting to children than constructive play.

Gymnastics and games.—A fourth department of playground activity is that of gymnastics, athletics, and play, all of which come under the head of gymnastics in New York at present.

In athletics not much can be attempted in a school basement or a 40-foot exterior court; but relay races, potato races, and high jumps are organized. The most popular games for the girls in the New York playgrounds are Jacob and Rachel, ring rope, circle ball, cat and mouse, and three deep. The most popular games for boys are three deep, circle-catch ball, battle ball, tag, and basket ball. Most of the newer games are importations from Germany. Among these, three deep or *drei mann hoch* is the most popular. It is a game requiring great alertness and agility. The children are formed into two concentric circles, so that each child in the inner ring stands in front of a child in the outer ring. There are also a runner and a chaser. The runner darts around the ring and stops either before or behind some child in the circle, thus making the line three deep. If the chaser can touch the runner before he does this, or the third child in the line before he runs away, the child touched must be chaser and the former pursuer becomes the runner. When the runner does not run too far before stopping the game is very exciting.

The swing and seesaw, of course, are very popular with the small children of both sexes.

Each playground in New York is equipped with a good gymnasium. In many of the smaller cities the gymnastic apparatus found in the playgrounds is homemade. In gymnastics there are regular calisthenic, wand, Indian club, and dumb-bell drills. There is class work on the heavy apparatus, and the girls are taught the two-step and schottische as well, in most playgrounds. Every playground where so much gymnastic work is carried on needs shower baths. All of the playgrounds of St. Louis are provided in this way, and many of those of Chicago. In New York in past years there has been only one public school provided with shower baths; but an order was given in February for the equipping of nine more in a similar manner, and I suppose every school, the playground

of which is used, will soon be thus provided. This is something which cleanliness, comfort, and health alike demand. It is now well known that the sense of fatigue is mainly due to the waste of muscular action that is thrown into the blood. This waste is ordinarily thrown out upon the skin by the sweat glands. If it is not washed away, it may be reabsorbed, thus poisoning the whole system.

Some may and do question how far it is legitimate to put gymnastics in place of play. It is something easy to overdo; but, within limits, gymnastics are real play for the children. Play also gives an opportunity for personal inspection and setting up.

The starting and maintaining of tournaments between the different playgrounds give an added interest to the regular work, and have a great influence in keeping up a school spirit. Pittsburg has taken the lead by building an arena where these games and contests could take place. I believe such an arena should be possessed by every large city. It could not fail to be a great incentive to every sort of athletic and gymnastic practice, and would seem to give the city's sanction to a good physique. The contests in New York have heretofore been held in Crotona Park; but this is rather distant for most of the children. Mr. Stover hopes that the playground in Seward Park will be used in this way, and it is certainly much better than anything we have had before.

SOCIAL CONDITIONS IN THE PLAYGROUNDS.

A number of problems that occur in every playground will be treated under this head, and also a superficial glance at social and moral conditions in the playground will be given.

Cleanliness.—One of the things which claim the attention of every playground worker is the cleanliness of the children. Of course no very high standard can be exacted. The child who comes clean in the morning will not be clean after he has played basket ball for an hour. But there are some children who come so dirty when left to themselves that other children (especially true of girls) do not want to associate or play with them. Their appearance is a disfigurement to the playground and a bad example to the other children. A child, who will behave very respectably when he himself is clean, will tend to live up to a very different standard when he is filthy. Of course, dirty children can not be allowed to take books from the library, or play many of the games, or do industrial work, so it follows that some standard of cleanliness must be insisted on. This does not extend to excluding children with bare feet, in my opinion, though this has been done. In general, a great deal can be accomplished by putting in as monitors and leaders only those children who are clean, and let the other children know why these children were selected. In drills some teachers give a military inspection of the line and insist on some standard of neatness. Occasional praise of neat children and hints to those who are too careless of their appearance are usually sufficient, but children are sometimes sent home for too great negligence in this matter.

Politeness.—Politeness is another problem. A high standard of parlor etiquette can not be required, neither can the roughness of the street be tolerated. If the leader does not insist on politeness to herself she will not be respected, and if the children do not grow more polite to each other neither can her influence be availing, nor can the playground furnish a very wholesome social life. There is an unquestionable increase in politeness among the children frequenting any well-managed playground. This is due in part to the kindly spirit which pervades the play, and in part to the children learning that there is such a thing as politeness in play, and something of its requirements. It may seem absurd, but it is really true, that most of those children have never dreamed that politeness applied to such things as their play with each other. But the main source of this improve-

ment is the example of the teachers, who take pains to be very polite in playing the games and in the general treatment of the children.

Justice, waiting their turn.—One of the best effects of the playground movement has been the cultivating in the children a sense of justice. In the street might makes right. When the playgrounds opened, the large children did not expect to wait their turns with the small children at the swings or apparatus. They went to the head of the line, or even pulled the small child out of the swing. This has changed, but whether it indicates any considerable reformation or only respect for authority it is hard to tell, but the influence on the child is sure to be good. This respect for the rights of others is one of the most needful lessons for a child to learn, and the writer knows no better way to teach it. The method that has ordinarily been employed to prevent a scramble for cups, swings, seesaws, etc., is to line up the children and put a monitor in charge to give each child so many swings. This in itself is not always effective, as children will step out of their places and step up ahead of other children. To prevent this the children are sometimes lined up according to their size, or each child is given a slip with a number on it. A reliable child with a little instruction will manage this. Often some game like bean bag or buzz is started for the children who are standing in line.

Stealing.—Stealing is likely to occur in any playground, especially in the first week or two it is opened; but if the worker succeeds in raising a school spirit, the older children will soon cease to take things.

Gangs.—The playgrounds of most cities were troubled at first by gangs of boys who came in for mischief. In the first week or so they often caused great annoyance, so that a policeman was stationed in every playground in New York. The gang problem is becoming much less acute as the system becomes better organized and the workers learn better how to deal with them. The gang can often be conquered by turning them into a gymnastic or basket ball team. In this they have the advantage over other teams in having a strong spirit of loyalty to each other. They will usually respect a gymnast who is capable and tries to help them, and they will expend their superfluous energy in work instead of mischief. In order to do this it is usually necessary for the teacher to make friends with the leader. By making monitors of one or two of the moving spirits, the whole gang is often subdued and very effective assistants are gained in the playground. This is a method that must be used with discretion, as the influence of such monitors on the other children is not always good. This same method will very often work with the troublesome child in general. If he can be influenced to help or if he is put in charge of something, he ceases to be a nuisance and makes a very effective assistant. After the work of a playground is well organized the home talent will generally take such good care of its premises that a troublesome gang will soon find the street a pleasanter abiding place. Gangs have not made much trouble for the past two years.

Profanity, obscenity, and cruelty.—All of these offenses will be met with in the playgrounds. There are cases of children who are lewd both in actions and language. There has been trouble in some cases from loose girls in their early teens. The only cure of the evil seems to be to exclude the girl. Playgrounds can not be made reformatories for such characters. The influence of the teacher is divided among too many children, and these characters may have a bad influence over many. The teacher can not correct it, because these things will be said when she is not around.

There are some children who like to see animals and other children suffer. They will strike them just for the sake of hurting them. The writer once had a boy in a playground under his charge who would intentionally strike or otherwise hurt four or five smaller boys every half day he was in the playground. He seemed

to take pleasure in the act for its own sake. No amount of talking to him seemed to have any effect, and he finally had to be excluded.

Playground spirit.—To a keen observer who visits different playgrounds it is soon evident that there is a different spirit in each. The children have a different attitude toward each other and toward the work and teachers in the various playgrounds. Some playgrounds do not seem to differ from the streets; there is no loyalty. In other playgrounds you feel that there is an air of friendliness; you find older children assisting the younger ones; often the teacher may go away and the playground will take care of itself. It is the creation of this spirit that is the hardest task of playground teachers. It requires unusual qualities for one to be largely successful. The writer has never known but two or three such leaders of children. If this school spirit is analyzed it seems to me to resolve itself into a threefold loyalty. It consists in loyalty to the leader, loyalty to the playground, and loyalty to the other members. In most cases one or two of these elements are lacking, and consequently the result is imperfect.

Discipline.—There are not many ways of punishment open to the playground teacher. The main method must always consist in having the work so well organized, the children so friendly, and surplus energy so well consumed that disorder will not naturally occur. When it does occur, the moral penalty of the disapprobation of the teacher and the other children will then be a strong preventive. When this is not effective the child is excluded from teams or games or, as a last resort, from the playground.

Social and moral influences.—As the playground has always been regarded as something of a social settlement, it remains to say a few words of its social and moral forces. The first of these is the playground itself, in removing the children from the temptations of the street. There is a suggestiveness about the playground which differs from that of the street. The child does not naturally think of doing the same things. The games themselves have a great influence on overcoming race prejudices and cementing friendships among the children.

The teachers have often taken a great interest in the work and in the children, and their personal contact with them has borne fruit in a copied politeness, gentleness, and justice.

GENERAL CONSIDERATIONS.

Salaries and appointments.—In all cities in the early days, and in most cities still, the playgrounds are either a semiphilanthropy or a practice ground for the normal apprentice. At present the requirements for eligibility and the salaries of playground teachers are fixed by law in New York. The requirements for eligibility are a college diploma or experience in teaching. The salaries are \$4 per session for principal of a playground, play center, or roof playground; \$2.50 for a head teacher, and \$1.50 to \$1.75 for an assistant teacher.

Value of directed play.—It has often been said that directed play is not good for or pleasing to children. The director, or better the organizer, of plays and games must not be a man of mechanical rules and iron discipline, but there can be no doubt that children choose an older person for their leader. The children will always flock into the game being played by the teacher and abandon their own games. Where there are two vacant lots side by side in one of which there is directed play while in the other there is not, there will always be found to be many more children in the lot with the teacher, and often this will be crowded while the other is quite deserted. It is Joseph Lee's testimony that the free playgrounds in Boston are not used, and the observations of the writer in New York are quite in line with this.

Is it worth while?—It is very evident to everyone that these new departments of school work represent a very great departure from the traditional work of the school. In it the school has left its allotted portion of the year and invaded the

vacation time. It has undertaken to give not only physical, social, and moral training, but it has attempted also to provide for recreation. New York is spending upward of \$150,000 a year to provide the children with these facilities. Some have thought such an expense unjustifiable. Most of those who take a negative view of the value of the playgrounds consider them from a very narrow point of view. The street department could very nearly or quite afford to maintain the playgrounds for the sake of improving the streets. New York pays more than this for removing one large snowfall, yet there is no obstacle in the street that is half so troublesome as the child. You can steer around a post, but you never know where a child will be the next moment. Every kind of dray or carriage or car must reduce speed, and every driver of these thousands of vehicles is put under a nervous strain by the presence of the children, and the passers-by and the stores at the side are constantly annoyed by their games. The expense of the playgrounds is easily justified by the protection of the children. This means, hygienically, protection from extreme heat, from noxious dust and filth of nameless composition. It means, physically, protection from accidents. Many parents have come to the playgrounds in New York and told the teachers that formerly they could never take any comfort in vacation time because they were always leaning out of the window to see if their children were safe. Morally, the playground has meant to the children protection from almost constant temptations. The number of arrests of children in any neighborhood always falls off abruptly on the opening of a playground.

The writer has in his possession the following clipping, believed to be from the report of the Chicago schools and addressed to the superintendent:

MY DEAR SIR: I am pleased to drop you a line in relation to the decrease in patrol calls during the recent vacation. Ordinarily the telephone would ring almost continually, complaining of boys playing ball in the streets, stealing fruits, swimming in the canal, etc., but this year we have experienced quite a relief, and I am candid enough to believe it is largely due to your summer schools and the Mothers' Club baseball grounds.

Hoping for greater success during the next season along these lines, I am pleased to remain,

Very respectfully,

CHAS. R. WRIGHT,
Chief of Police.

If the view herein set forth of what the playgrounds have accomplished in the way of physical, mental, moral, and social training for the children is true the playgrounds are well justified by the positive benefits.

Control of playgrounds.—The question still remains, admitting that this work is worth doing and should be done, does it belong to the department of education? So long as it is carried on in connection with the school buildings it can not be well left to any other department. But the question of the control of the new municipal or model playgrounds which are being laid out so rapidly at present may well be raised. If the question be well considered it will be seen that there are three or four departments concerned in the playground problem. Some of these departments do not yet realize it, apparently, but it is sure to be forced on their attention in the near future.

The first department is the tenement-house department, which must be brought to provide some playground in the center of the block for the small children. The center of a tenement block is to-day the dreariest spot in the "city wilderness." Partially occupied by unsightly stables and tenements and factories, crossed by ugly partition fences and a labyrinth of clothes lines, it is the most depressing outlook in the city slum. This spot must be brought to stand for nature in the form of shrubs and flowers. It must be made a playground for the small children, who are not safe on the streets.

The second department concerned is the street department. For the streets,

after all, are going to be used largely in this capacity, and of many streets of my acquaintance it must be said that their function as playgrounds is much more important than their function as thoroughfares. Recognizing this fact, such streets should always be asphalted, thus giving a usable surface for running and roller skating. They should be cleaned not with a view of making them passable for wagons, but of making them fit playgrounds. The traffic should be so regulated or turned into other streets that the children will not be exposed to unnecessary dangers.

The third department is the department of parks, which is at present so active in building model playgrounds.

The fourth is the department of education.

The question as to whether each of these departments should be stimulated to carry on this work and each set to compete with the other, or whether a playground department should be created to take charge of this side of the work of all departments will not be discussed, but this is certainly an important consideration at the present moment.

Games in the curriculum.—Should we introduce games into the curriculum as the Germans have done? Should we attempt to make athletics compulsory where it is possible, as it is in the English public schools? There would be a great improvement in the attitude of the teachers and scholars toward each other if they might play together more often, and I hope this question will soon claim the attention of American educators.

Normal training for vacation teachers.—The very rapid development and wide extent of the movement seems to demand that the normal schools pay more attention to this side in their training. New York will employ nearly 2,000 teachers in this work this summer, yet her normal schools are giving no training. The training required will pay more attention to gymnastics, to physiological laws, and the aims and methods of social work.

PSYCHOLOGY OF PLAY.

Any treatment of the playgrounds would seem incomplete without some brief treatment of the psychology of play.

There have been two chief theories in the field—the Schiller-Spencer theory and the theory of Professor Groos. The first theory, which has been most intimately connected with the name of Herbert Spencer, is the theory that play is surplus energy. Spencer says an animal in its daily pursuits generates a certain amount of energy. When conditions of life become easier for any reason, the amount of energy which was only sufficient in other times now is in excess of requirements, and this excess is expended in play. It is like a locomotive; when it is running on the tracks and drawing its load it uses its steam, but when it stops at the station it soon begins to blow off. The young animal having no serious activity, and no way to use the energy it generates, uses all of this energy in play and gains physical development thereby. The human brain is like a steam chest: as the process of nutrition goes on the brain cells are constantly being nourished beyond the point of nervous equilibrium and tend to a nervous discharge. Children can not sit still. The writer has tried hundreds of small children, and there are very few children under five who can be got by any inducement to sit still for one minute. By actual register with pedometers he found that the ordinary child of five or six not in school will walk or run around 8 or 9 miles a day. These facts seem to show the presence of this surplus energy and this tendency to nervous discharge. Anyone may notice the sedate pace of the plow horse as he comes from his work, and the wild gambols of the idle steed unloosed from his stall.

Professor Groos says, however, that this is all very good so far, but why does

one animal play in one way and another animal in another? Surplus energy may account for the presence of play, but it can not account for its form. He says, further, that the young tiger, no longer fed by its parents, must inevitably starve if it had not gained that practice in its play which would enable it to spring upon and seize its prey. His solution, then, is that play is an instinct which gives the animal his education for the serious activities of life. He says: "The animal does not play because it is young, but rather it has a period of infancy in order that it may play."

Dr. Luther Gulick has also made some very interesting studies on play. In observing the differences between the plays of boys and girls, he finds that boys have a tendency, which begins to manifest itself about the age of puberty, to organize themselves into gangs and to play organized or team games. Girls have never invented team games, and it is much harder to teach them to play together as a team than boys. Doctor Gulick accounts for this by the past of the race. As human kind was emerging from savagery, the men had to organize for protection and aggression, or the ones that did not organize were killed off by those who did. Out of this grew the life of the tribe or clan. This tendency to organize is transmitted as an instinct in the male line and manifests itself about puberty. The women have never had any such necessity for organization laid upon them. Each has lived apart as an individual in the home, and the girls consequently have not inherited this instinct. Doctor Gulick sees in this organizing tendency, and its resulting loyalty to tribe or clan, the second root of altruism, an unselfish element that has come to us through the male.

It is generally believed that the form of games is derived from earlier activities of the race. They are much conventionalized, oftentimes so that the original is hard to make out; but each game, which may have undergone many modifications before it assumed its present form, was once a serious activity of some kind. As such it was learned by imitation, and the tendency to play it was transmitted in the form of instinct. Thus the games of children between 6 and 13 are competitive; the ideas of choosing, striking, throwing, or hiding away are elements in nearly all. These are also elements in the life of a savage. The team games, such as football or baseball, represent the life of the tribe or clan and are derived from the old game of war. The best example we have of a war game was the tournament, the great game of the days of chivalry.

VALUE OF PLAY.

Physical.—The mission of play in the animal world seems to be to give physical strength and muscular coordination. It is the only gymnastic of the animal or the small child. Play, however, stands for more than mere physical strength; it is always graceful and represents a perfect coordination of impulse and movement. It is action completely expressing an idea. Play has a more healthful action on the vital organs than other activities, and is a greater stimulus to growth because it is activity for which we have inherited adjustments, and because the glow of pleasure with which it is accompanied gives tone to the whole system.

Intellectual.—Probably the stimulus that did most to arouse the dormant intellect of primitive man and goad it on to think, was the stimulus of war. When life hung in the balance, stupidity was fatal. For this reason very likely primitive races have craved this stimulus naturally, as they have craved food. It is our great organized games, too, which represent this period, that offer the greatest stimulus that is ever given to a boy. What else does a boy's world ever offer him that is comparable with the reward of a difficult touchdown on the football field? It gives him at once popular renown, the praise of the beautiful, and the admiration of his friends. He becomes a hero in an hour. Is there anything else that

can awaken a stupid intellect to the same degree? "All work and no play makes Jack a dull boy." Yes, and the way to brighten a dull boy is play. Play develops a quick reaction time, and the tendency to execute a purpose as soon as conceived. No halting Hamlet was ever produced on the football field. It stands for self-control under strain. But the best thing it does for a man, perhaps, is to give him the play spirit.

Social.—Socially, play stands for good fellowship, for the ability to get on with others, to take knocks and give them, and smile through it all. It stands for competition and cooperation.

Moral.—Children acquire their manners and habits mostly from their play. Compare the ways of kindergarten children with those of similar children who do not go to kindergarten. A child has formed habits long before he comes to have serious activities. It seems to me that precept has very little to do with these; they are formed from imitation, impulse, and restraint, all acting together.

I doubt if any man ever grew up dishonest in business who had not been dishonest hundreds of times before in playing croquet, checkers, or dominoes. I doubt if many are untruthful in manhood who were not untruthful as children at their play, and vice versa. I doubt if there are many who are honest and truthful as children in their games who grow up dishonest or untruthful in business affairs.

To my mind the most valuable game is the team game. It is the most valuable in every sense. It gives the best physical training, it teaches the healthiest cooperation, it requires the most implicit obedience to law, it exacts the most manly spirit, it demands the constant subordination of the individual to the good of the whole. Corresponding to the life of the clan, it teaches all the virtues of unselfishness that have sprung from it. If we accept the recapitulation theory, then as this was the way the race first learned loyalty to each other and cooperation and obedience to law, then this is the natural way to teach these virtues to the child, or in other words, to teach him to be a good citizen.

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III.—SETTLEMENTS.

HISTORY OF THE MOVEMENT.

The name "settlement" implies residence. The essential idea of this new movement is that people from the more fortunate ranks of life shall come down and live among the poor and wretched and seek to raise them by personal example and influence and by improving the conditions under which their life must be passed. It is an attempt to bridge the chasm between the classes by bringing them to live together, with the hope that neighborhood shall breed respect and sympathy and that the wise and the good may become the leaders to direct and inspire those who have had fewer advantages. As such, the settlements are located among the most crowded tenement sections in our great cities. In America they have to deal almost altogether with a population of foreign parentage and mostly with recent immigrants.

Only a very brief treatment of this subject is here admissible. Consequently

no mention will be made of the early anticipations of this movement as found in the work and writings of Coleridge and Morris and Owens and Kingsley, and only the movement itself will be considered.

In England.—The work began on the theoretical and practical sides at almost the same time. Some thirty years ago John Ruskin was lecturing at Oxford on social conditions and seeking to make his students sympathize with the lives of the poor. One of the students who drank in his words and was fired by his spirit was Arnold Toynbee. The Rev. S. A. Barnett had already been laboring for some years among the poor in the Whitechapel district of London. To him Toynbee went to consult and confide his desire to do something to raise the lives of the wretched above the squalor and misery of their condition. In 1875 Toynbee, then tutor for the Indian service at Oxford, spent the summer in living among and in lecturing to the people of Whitechapel on economic subjects. After this he came every summer. He was much loved, both by the people with whom he labored and by his associates at Oxford, and when he died in 1883 his friends resolved to erect some sort of memorial to his life of self-sacrifice. At first they thought best to found and endow a university extension lectureship, but after consulting with Rev. S. A. Barnett, who came to Oxford to lecture at this time, they were convinced that the needs of the poor could not be met by outside influences or lectures, but that only those who had lived among them and knew their needs and had gained their confidences and sympathy were in a position to help them. The outcome of this talk was the founding of the University Settlement Society, which built Toynbee Hall in 1885. Rev. S. A. Barnett was made warden, and so the first settlement began its career under the guidance of one with long experience in work among the poor.

Toynbee Hall is situated just off from Whitechapel, in the interior of a very crowded block. It has accommodations for about twenty residents. A large part of its work, following the career of Toynbee, has been educational, consisting of university extension lectures, classes, clubs, etc. The residents have taken great interest in the municipal affairs of the neighborhood and have often held positions of public trust. They have been inspectors of schools, supervisors of charities, etc., but the warden holds the actual contact with the people and the influence that comes from it as their most important services. There is a great mass of literature on the work of Toynbee Hall, but it is hard for an American who can only travel during his summer vacation to get a personal estimate of the work, as it is closed and the residents are absent during most of the summer.

Oxford House, London, was also founded in 1885. St. Margaret's House, the ladies' branch of the Oxford House, was founded in 1889. There are now probably thirty or forty settlements in London, among which the Passmore Edwards Settlement is of especial interest, because it has been so closely associated with the name of Mrs. Humphrey Ward. Its aim is religious, and it may be said to represent the views promulgated by Mrs. Humphrey Ward in *Robert Elsmere*. This settlement is notable as having been the first to establish a school for crippled children. Wagons were sent out for the children in the morning and redelivered the children to their homes at night. While in school they were under the treatment of a trained nurse. The cost per child was two or three times the rate in the public schools, but a class of children was reached which would otherwise have been neglected. To them school meant pleasure, health, strength, and the possibility of becoming self-supporting. Since then there have been several such schools established in England. Last summer Mrs. Ward started in this settlement the first English vacation school.

There are settlements also in the other large cities of England.

In general, I believe lecture and class work is made more prominent in England than it is in our American settlements. The religious motive is also more promi-

ment. The head worker, or warden as he is called there, is apt to be a clergyman. Athletics are emphasized much as gymnastics are with us.

The problem of the English settlement is greater than that of the American settlement. The slum with which it has to deal is more wretched and squalid and much more hopeless. The people are more poorly paid and a much larger class are living where a temporary loss of work brings suffering. However, the English slum is not largely foreign, and work among the adults is generally possible, which is not often the case in the American settlement.

Scottish settlements.—There are settlements in Glasgow and Edinburgh, but the idea does not seem to have taken very deep root in Scottish soil, and the settlements there are much less developed than they are in England or America.

Settlements in Germany.—So far as known to the writer there are no true settlements in Germany, and there seem to be no slums in the German cities. No explanation of these very interesting phenomena has come to the writer's notice.

Settlements in America.—The first settlement to be established on American soil was the Neighborhood Guild, which was started by Stanton Coit at 146 Forsyth street, New York City, in 1887. Mr. Coit hired two rooms in this tenement and took up his residence there. He soon became acquainted with the boys of the neighborhood, and when he thought the time was ripe he asked one of the boys whom he knew well to invite all of his friends to come to his rooms on a certain evening. This invitation brought out 63 boys, who were organized into a club. He then invited these boys to bring their younger brothers, and these were organized into a second club. Their older sisters formed the third club and their younger sisters the fourth. Thus the work of the first settlement began. It was not long before the guild outgrew its quarters and moved to 26 Delancy street, where it became the University Settlement in 1891. Since then it has built a magnificent home for itself at 184 Eldridge street. James B. Reynolds has been head worker of this settlement during most of its history. Under Mr. Reynolds's leadership the settlement has done good work in investigating social conditions in the neighborhood, and he has often been called to Albany or the City Hall to be consulted with reference to the needs of the tenement districts. In this way the settlement has played an important part in securing the legislation which was needed in this section. In the recent political campaign Mr. Reynolds was chairman of the executive committee of the Citizens' Union party.

Hull House in Chicago, which was founded in 1889, was the next notable settlement to be started in America. This has about thirty resident workers, and is the largest settlement in the world. Its different activities are almost as numerous as its residents. Miss Jane Addams, a woman of singular devotion to the work and insight into the needs of the people, is the head worker. None of the workers at Hull House receive any compensation, though they administer many thousands of dollars for their neighborhood every year.

The South End House of Boston (formerly Andover House) was founded in 1892. Mr. Robert A. Woods, who was lecturer at the Andover Theological Seminary, has been head worker from the beginning. Mr. Woods is a skilled investigator of social conditions, and is the most prolific writer and lecturer on settlement problems in America. South End House stands for the idea of a small settlement. Mr. Woods thinks that it is better for a settlement to swarm when it reaches a certain size and send off a colony to found another settlement elsewhere rather than it is for it to grow large.

These three settlements are mentioned because both they and their head workers are better known than any others in America. There are now about a hundred and fifty settlements in this country, of which forty are in New York City. Nearly half of these have been started in the last three or four years.

ALLIED INSTITUTIONS.

The settlement is not an entire stranger in American life. It has had many cousins and some brothers and sisters. The Young Men's and Young Women's Christian Associations have carried on many of the settlement activities for years. Church Missions have often had clubs, gymnasias, and industrial classes, as have also the institutional churches. Boys' clubs, and of late the evening play centers in the public schools, have been doing very similar work, though they do not have residents.

AIMS OF SETTLEMENTS.

Settlements may be divided into two general classes—religious settlements and nonreligious settlements. Religious settlements may again be divided into church houses, and settlements not connected with any church, but in which religious teaching is carried on. The church house is a settlement planted and maintained by a particular church. It is the city mission of former days with the settlement activities superadded to it. Very often the activities of the settlement are mainly carried on by volunteer workers from the church. In this way it furnishes an opportunity for Christian activity to the parent church, the rich are brought to sympathize with the poor and the benefit is mutual.

The nonreligious settlements may again be divided into those which make the settlement idea prominent, and those which believe the best work of the settlement consists in organizing its community to work out its own salvation. This idea is often expressed by saying the settlement should be a neighborhood center.

The first class of settlements have three general purposes: First, to secure through investigation and legislation the conditions of a decent life to the poor. In this capacity settlements are working for clean streets and better tenements, for parks, baths, and playgrounds, and to improve the conditions of labor. It would be hard to estimate just how much direct influence the settlements have had in improving conditions in the slums, but it has certainly been considerable. Secondly, settlements seek to provide many utilities for the people in the form of legal aid, provident loans, cooperative stores, etc. These activities will be referred to later. Their third purpose is to reform the section from within by direct contact with its life. This is effected by the direct influence of the residents, by university extension lectures and classes, by art exhibitions, music schools, classes, etc. One of the chief factors in this work is the settlement building itself. The buildings are always kept scrupulously clean, the rooms are generally models of taste in furnishing and arrangement, and there is always something to appeal to the love of the beautiful. Besides works of art, all the New York settlements have window boxes of flowering plants in their windows. Then too the settlement building furnishes a common parlor to a neighborhood that ordinarily has none, so that the social life can go on under decent conditions. But the chief factor in settlement work is naturally the worker. It is hoped that in the direct contact in neighborhood life and work of the cultured and the uncultured, that culture will tell and the workers will become the leaders in the community life and will be imitated in all their ways. Some of this influence will be direct and personal and some will come through their hold on clubs.

The idea of Stanton Coit in founding neighborhood guilds was that these guilds should organize the life of each community for common ends. He finds the source of many of the ills of slum quarters in the fact that there are no social ties that bind the district into a community. If neighborhoods are thus organized for self help, with a guild hall as a neighborhood center which can serve as parlor and sitting room for the tenements that have none, then they can administer charity more wisely to their own members than can any outside agency. They can help each other to secure employment and in every way the neighborhood

will be served. This is a revival of the guild of the middle ages with the idea of neighborhood instead of trade as the basis of organization.

There are others (among whom may be mentioned Dr. Ossian Lang, editor of the Kellogg publications) who agree with this reasoning in general, and say further that each community has such a center already provided in the public school, an institution which is nonsectarian and nonpartisan, and in which all are vitally interested. It certainly does look as though some phases of settlement work are to become permanent phases of school work. The tendency of all progress is undoubtedly toward public administration of public necessities in the wide sense. Private enterprise must test each new candidate for the school curriculum, but after it is proved and its value determined it always tends to become a part of a school course. In this way the schools have taken up drawing, painting, music, and gymnastics. Will social work follow? The settlements claim to train character, while the pedagogue asserts that the training of character is the chief aim of education. If both these statements are true then the work or a part of the work of the settlement falls well within the educational field. The public schools of most of our great cities have already invaded this field through their playground movements, but more especially through their evening play centers and evening roof gardens. This is not using the school as a neighborhood center, but we also have an example of a school being used in this way in the Long Acre League on West Forty-fourth street, New York City. This is the organization of a neighborhood around a public school by which various social and educational activities are maintained. This problem, however, is peculiarly difficult in American slums from the fact that so few of the people speak English.

AIMS OF SETTLEMENT WORKERS.

Miss Addams says that there are three chief aims which animate workers in settlements. The first of these is a "desire to socialize democracy." She says that we have a political democracy, but a social aristocracy. We recognize the right of every man to a vote, but we do not recognize that he has the right to meet us on terms of equality in the drawing room or parlor. Yet by this separation of the classes Miss Addams thinks the rich are losing quite as much as the poor. They are missing the broadening, deepening influence of wide sympathy and life, which alone can make life really happy or worth living. The second aim she sees in "the desire to mingle with the common life." It is the old gregarious impulse coming to light once more, the desire to be at one with the race. The third aim she finds in the working out of Christian brotherhood, in the desire to lead such a life of personal intimacy and equality among men as Christ led in Galilee.

Mr. Woods has said: "The true attitude of every social worker is that of a member of a noble family, in which is the widest inequality, but equality and inequality are never thought of, and greater knowledge and strength mean only greater love and service."

This is of course only a general statement of the teaching of Christ. This spirit is beautifully illustrated in an incident that is told of Charles Kingsley. He was entertaining a distinguished guest, and this guest had just told a particularly good story when Kingsley turned to his wife and said, "Call Mary, my dear; I think she would enjoy that story," and the distinguished guest was asked to repeat the story for the servant's benefit. It would be hard, however, to get a better illustration of the difference between the old and the new spirit than we find in Lowell's Vision of Sir Launfal. You will remember, how, when Sir Launfal rides forth in search of the Holy Grail, he is met at his gate by a leper who asks for alms. Sir Launfal despises him in his rags and filth and wretchedness, and tosses him a piece of gold in scorn. The leper does not take the gold. Years

pass by, Sir Launfal, having spent his life in a fruitless search, returns to his castle only to be denied admission. Once more the leper stands before him and asks for alms, but this time Sir Launfal's heart goes out to the leper in his sufferings, and he divides with him his crust and brings him water from the brook. The first attitude of Sir Launfal has been too often the attitude of the alms-giving rich in the past; his last action shows the true spirit of the social worker. Nothing is more fatal to the success of the work than the spirit of condescension that the rich too often show toward the poor.

LIFE OF A RESIDENT.

Very mistaken ideas are often entertained by outsiders as to what the life of a resident is. There is so much said about sharing the life of the poor, living the life of the people, etc., that many seem to think that to live in a settlement means to live on a very frugal fare and in mean and unattractive apartments, but this is one of the things which settlements do not stand for. The aim is to plant a higher life among the poor, hence the building itself and the rooms of the residents are generally commodious and models of taste. They are very much better than the ordinary room of the college student. The board is usually very good and the people of the neighborhood do not dine with the residents, as many seem to think, except when they are invited to do so. However, the effect of the quarter can not be avoided and it is not best that it should be. There are the noises, the unpleasant odors, the dirt of the district, and the constant presence of sights of wretchedness which wear upon the nerves and sympathies. There are the endless rows of pushcarts and brick buildings and dirty streets, and usually there is no touch of nature to redeem the barrenness and monotony. The resident's time is never his own, as he is constantly being visited by people of the neighborhood and by guests of the settlement who wish to see the work and the life. These things can not well be otherwise, because it is through the intimate contact with his neighbors and by entertaining them in his own room or the club room that the worker is to gain his influence. There is usually a very ideal social life among the workers who live thus separated from their former associates in a city slum. The common work and isolation alike draw them together. Then there are many interesting people who are constantly coming to visit the settlement. It is always a favorite place of resort for sociologists and philanthropists.

The workers at a settlement consist of a head worker, one or more assistants, a matron, resident volunteers, volunteers who come in from outside to assist in taking charge of the clubs and the library, the teachers of classes, etc. The head worker of most settlements devotes all of his or her time to the work, and is generally paid, as are also the assistants. Of the other residents some devote all of their time to the work, but many only devote their evenings or a part of their evenings to it. They receive no compensation and usually pay six or seven dollars a week for their board. They might be called social apprentices, though many are thus giving their lives to the work. Miss Addams thinks that social work of this kind, either as a volunteer or as a resident, is an invaluable part of the education of a young woman of competence who has graduated from college and finds herself without any serious work in life. The widening of her sympathies through contact with the people is sure to make her more attractive and useful in any circle, while at the same time she is giving to the poor the results of her years of training and of a life of rich opportunities.

When a settlement is planted in a slum there is always a struggle for the mastery to determine which is to leaven the other. There is the same struggle between the individual residents of the settlement to determine whether they are to bring

the people up to their standard or whether they shall adopt the ways of thinking of the neighborhood. There is an inevitable leveling up and down where the contact is intimate which works both ways, and it is therefore desirable that the residents should lead a life of wide interests and sympathies without as well as within the settlement.

ACTIVITIES OF SETTLEMENTS.

A considerable part of the energy of the New York settlements during the past year has been given to the investigation of child labor in that city and securing the passage of a more stringent law against the employment of children of school age, and in saving the new tenement-house law, which promises to the New York of the future such greatly improved dwellings for the poor.

The Legal Aid Society.—One of the useful activities connected with most settlements is the legal aid. The people in settlement neighborhoods in this country are apt to be immigrants who have only been here a short time. Consequently, they do not understand either our language or our laws, and are peculiarly liable to be cheated by employers and business concerns. To such the Legal Aid Society offers free advice, and, if circumstances seem to warrant it, will even prosecute for its client. A small fee is charged if it appears that the client can afford to pay it.

The Provident Loan Society.—The Provident Loan Society is another society connected with some of the settlements. This is a model pawn shop. The regular pawn shops of these neighborhoods usually charge 3 or 4 per cent a month on the money loaned. If the borrower does not redeem his pledge promptly the article is often sold at a great sacrifice to him. The Provident Loan charges 1 per cent a month on all its small loans on short time. Thus far it has proved both a practical philanthropy and also a good business investment, paying about 5 per cent on the capital invested. The Provident Loan of the University Settlement in New York does over \$2,000,000 worth of business a year. As the work is among the Jews, the pledges are largely diamonds.

The penny provident bank.—The penny provident bank is a feature of all settlements, so far as the writer knows. The curse of the poor is their improvidence. They seldom have any plan which surveys the income and arranges expenditures so as to leave a margin. Consequently, when times are good they live well and often spend much on trifles, but in case of sickness or loss of work there are no savings to draw from and suffering is almost immediate. The English settlements often send around a collector to the houses and urge the people to put in a penny a week if they can do no better. In America the settlements have bank day two or three afternoons or evenings a week. The deposits are nearly all made by children and range from one cent to three or four dollars. The usual deposit is about five or ten cents. When the amount reaches \$5 the child is advised to put his money in a savings bank, as the penny provident bank does not pay interest on deposits. The banking system is very simple. The child takes out a bank book, he puts in 10 cents and has a 10-cent stamp pasted in his book. The bank will redeem the book at any time for the value of its stamps, that is, penny provident stamps.

The kindergarten.—Kindergartens are a regular feature of settlement work. They differ from school kindergartens in that a small fee is generally charged (usually 5 cents a week). The kindergartners visit the children and parents in their homes and organize mothers meetings. They receive salaries for their services.

The crèche.—Most of the newer settlements have day nurseries connected with them. Many of the mothers of the neighborhood work out during the day, and

either they must take the baby with them, leave it with a neighbor, or keep one of the older children home from school to take care of it. None of these alternatives is pleasing, and the settlements have done a service to the poor by providing a place where the baby can be left and cared for during the day. The mother leaves the baby at the crèche when she goes to work in the morning and calls for it at night. A fee of 5 cents is usually charged.

The trained nurse.—The trained nurse is one of the latest additions to the staff of settlement residents. Most settlements now have one. She attends the needy sick of the neighborhood, and naturally gains a very strong hold on the people.

Lectures, classes, etc.—Hull House, Chicago, is a center for university extension lectures of the University of Chicago. Many of the New York settlements are regular lecture centers under the board of education.

Settlements usually have classes in music, dancing, cooking, and gymnastics, and sometimes carpentry. The teachers are usually paid. Many of these classes are organized as clubs and meet perhaps once or twice a week as a club and once a week as a class.

Art.—There is a general feeling that settlements should do something to relieve the barrenness of the lives of the poor and bring as many elements of beauty into the neighborhood as possible. For this reason they sometimes have a programme of concerts. Often there are art exhibitions and flower shows during the year.

Libraries.—Settlement libraries are extensively used by the children of the neighborhood. The library of the university settlement in New York had the largest circulation per book of any library in the State last year.

Probation work.—Another resident who has been recently added to the list of workers is the probation officer. It has been felt for years that our penal system, whereby a first offender was sent to jail with hardened criminals who taught him the ways of crime, had its faults. The young man who came back from the prison had the brand of the jail upon him and found it hard either to secure honest employment afterwards or to live down the obloquy of his former life. The probation work comes in as a relief from this condition of things. When a young man or woman is brought into court charged with his first or second offense, the judge gives the case to a probation officer to investigate. If the officer thinks on investigation that mercy should be shown, he advises the judge to this effect, and the offender is often put under control of the probation officer. This means that the delinquent must give an account of himself and his work every week to the satisfaction of the officer. Almost 60 per cent of those thus committed are redeemed from the criminal class. The probation officer is supposed to take a personal interest in these probationers to a decent life—to advise with them, to help them to secure work, or even give them financial aid in some cases. He may send the probationer to jail without a warrant if he is not satisfied with his efforts to improve.

Club work.—A large part of the work in a settlement building consists in club work. A club is a self-governing body, voluntarily organized for personal ends. It has a president, vice-president, secretary, treasurer, committees, etc., and generally a club adviser, who is a settlement resident or volunteer worker who meets with the club and seeks to influence its members for good.

In the New York settlements there is much greater demand for club rooms than there are rooms to offer. The university settlement has had to turn away about two hundred clubs during the past year. The reason for this great demand lies in the absence of sitting rooms or parlors from the neighboring tenements, so that the young people must find some other place for sociability.

There are many different kinds of clubs and many of them meet on certain nights or in the afternoon as classes. There are social clubs, debating clubs,

literary clubs, industrial clubs, etc. When a club is organized the first meeting is usually taken up by the election of officers and the choosing of a name. In former years the adoption of a constitution was the next weighty matter, but now that clubs have so multiplied, this matter is greatly simplified by the new clubs borrowing the constitution of an old club and adopting it with a few modifications. The membership is made up in much the same way as it is in a gentleman's club; a group of friends organize the club and the membership is increased by bringing in other friends. In boys' clubs there is generally a minimum and maximum age limit of members. The first idea was to have large clubs of a hundred or more, but now the idea is rather to have clubs of twelve or fifteen. A boy will generally be more loyal to a small club and there will be more intimacy between the members and a greater opportunity for the director to understand and influence each member personally.

There are two varieties of club activity, the business meeting and the programme of work, whatever it may be. The business meeting is apt to occupy too much time and becomes disorderly in the case of clubs of boys or girls under 16. It also presents many valuable sociable opportunities for the club adviser. If he is well versed in parliamentary law and gets his club to observe due form in its proceedings, this adds greatly to a club's self respect. If he can instill into the club the purpose to live up to its own constitution and by-laws he is teaching both regard for the club and obedience to law. The business meeting is well adapted to teaching several of the elements of success in modern life and also good citizenship. It teaches the boys or girls to cooperate in securing common ends. It teaches loyalty to a voluntary organization and obedience and respect to a self-enacted law.

The discipline of a boys' or girls' club is a problem at first. There are three ways of securing such a degree of orderliness as is necessary to preserve the club's self-respect and will enable it to secure its objects. Discipline must be lenient if the children are to seem natural. The first and best method is to get the members of the club so much interested in it and what it is trying to do that they will restrain themselves, and to give them such a high ideal of club life and so much self-respect as a club that disorder will seem unnatural. The second way of maintaining order is through the club president, who by his manner, by imposing fines, or sending members from the room will alone often keep a club well disciplined. Clubs usually have a sergeant-at-arms, who is at the command of the president. The third way of maintaining order is by the presence of the club adviser and the respect he inspires.

Most of the organizations of the past, such as the priesthoods of Greece and Rome, and later, the Odd Fellows and the Masons in our own country, have developed a long ritual in connection with initiation and the conduct of business. There were also certain secrets not to be revealed. Boys show this same tendency strongly and sometimes organize into a gang to keep a secret they have made up themselves. A ritual of initiation, with secret grip, password, etc., adds greatly to the interest and impressiveness of this work for boys. As to whether it is best the writer leaves each to decide for himself.

The club adviser or director has a difficult position to fill. He must direct without commanding and lead while he seems to follow. If he attempts to force his ideals on the club they will lose interest. The great thing which he must do for the club is to select some worthy aim for its activity, and then by his own efforts and by cooperation with them keep up a constant enthusiasm for the work. A club must have some object if it is to be worthy of existence. If the adviser is to be successful socially he must have an intimate acquaintance with every boy and learn all about his life, so that he can advise and sympathize with him on all the

affairs of life, as a cultured parent would do were the boy so fortunate as to possess one. In Boston they are coming to think that an industrial club is more successful than any other.

The main object of those who began the club movement was to remove the boys and girls from the temptations of the street, and especially of the saloon.

A second good object is the forming of intimate friendships and gaining the ability to cooperate.

A third is a training in manners and cleanliness through the influence of the director and of the club as a whole. Clubs train boys to be gentlemen. In this way the work has been very successful.

A fourth good object may be a training in morals through talks by the leader and the penalties inflicted on offenders by the club itself.

A fifth object in any well-regulated club is a training in good citizenship through the development of a sense of loyalty to an organization and its members and through obedience to self-elected leaders' and self-enacted laws.

Vacation homes and summer camps.—During the summer a large part of the regular activities of settlements are discontinued and the club members and children are sent to some camp in the country for one or two weeks. They usually pay about half their expenses. The plan adopted by most of the New York settlements has been to secure an abandoned farm with a good farmhouse. A matron is placed in charge and there is some worker to organize games.

PERMANENCE OF SETTLEMENTS.

One sometimes hears the questions asked, "Is the settlement a permanent institution?" "Is it to be a feature of our social life in the years to come?" The answer seems to be that the settlement, as a settlement, is a phase of the "battle with the slum." To those of us who are sanguine enough to believe the slum is going to be conquered in its struggle with civilization, it would appear that the settlement as a place of residence for another class must disappear with the slum, but it may be maintained as a neighborhood center. To us, however, the fight with the slum is peculiarly difficult, for however well we subdue the evil conditions in our midst, each steamer that comes to us from southern Europe brings us a new slum, and we have to begin the battle over again. The slum must be conquered there before we can escape from its influence here.

There are many who believe that our present slum condition is due to the separation of the rich and poor, who have come to live in different sections of the city. This has brought about a failure to understand each other and an almost complete breach of sympathy between the classes. These theorists believe the solution of the whole problem is to bring the rich to live among the poor, and the able will thus become popular leaders, and labor and capital will understand each other, and their cooperation will lead to kindlier feelings and the wiping out of slum conditions.

RESULTS.

When we consider the efforts which the more fortunate classes are making for those less fortunate, when we regard the vast sums of money which are being contributed by the rich to raise the condition of the poor, when we see the manifold activities now being carried on to relieve their wretchedness or give them real pleasure, we can not but ask ourselves, Can the laboring people who see all this ever again regard society as their enemy? If an era of better understanding and better feeling between rich and poor is really approaching, as the writer believes is the case, the settlements have had no small part in reestablishing this harmony.

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CHAPTER II.

GENERAL LAWS RELATING TO AGRICULTURAL AND MECHANICAL LAND GRANT COLLEGES.

[This compilation forms a continuation of that which appeared in the Commissioner's Report of 1902 (Chap. I, pp. 1-90), and which included the acts of Congress relating to the land grant colleges and the laws of Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, and Louisiana.]

MAINE.

Constitution (1820): ART. VIII. A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people, to promote this important object, the legislature is authorized, and it shall be their duty to require the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools; and it shall further be their duty to encourage and suitably endow, from time to time as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State: *Provided*, That no donation, grant, or endowment shall at any time be made by the legislature to any literary institution now established, or which may hereafter be established, unless at the time of making such endowment the legislature of the State shall have the right to grant any further powers to alter, limit, or restrain any of the powers vested in any such literary institution as shall be judged necessary to promote the best interests thereof.

[The matter which follows is taken from the Revised Statutes of the State of Maine, passed August 29, 1883, and a Supplement to the Revised Statutes of the State of Maine, for the years 1883-1895, inclusive, by Elias Dudley Freeman, esq. Portland, 1895.]

Chapter 11: SEC. 123. Presidents of colleges are removable at the pleasure of the trustees and overseers, whose concurrence is necessary for their election.

SEC. 124. No officer of a college shall receive as perquisites any fees for a diploma or medical degree conferred by such college, but such fees shall be paid into the college treasury.

SEC. 125. If an innholder, confectioner, or keeper of a shop, boarding house, or livery stable gives credit for food, drink, or horse or carriage hire to any pupil of a college or literary institution in violation of its rules or without the consent of its president or other officer authorized thereto by its government, he forfeits a sum equal to the amount so credited, whether it has been paid or not, to be recovered in an action of debt by the treasurer of such institution; half to its use and half to the town where it is located; and no person shall be licensed by the municipal officers for any of said employments if it appears that within the preceding year he had given credit contrary to the provisions hereof.

Chapter 58: SECTION 1. The Maine board of agriculture for the improvement of agriculture and the advancement of the general interests of husbandry consists of the president and the professor of agriculture of the State College of Agriculture and the Mechanic Arts, together with one person from each county elected by ballot by any county agricultural or horticultural society at its annual or other meeting called for the purpose, and they hold their offices for three years from the third Wednesday of January thereafter.

SEC. 4. The board, by its secretary and one of its members, shall hold annually two farmers' institutes in each county and as many more as it deems expedient or finds practicable with the means at its disposal for the public discussion of topics relating to husbandry and the best methods of building and maintaining public ways, either independently or in connection with any organization devoted to the same general object, and it may issue bulletins, employ experts, lecturers, a

reporter, or other aids to enhance the usefulness of said institutes to the public, and shall so far as practicable aid and encourage agricultural societies and associations in their efforts.

SEC. 5. It shall also be the duty of the board with such experts, lecturers, and assistants as it may employ, by means of maps, charts, cuts, drawings, printed or written articles, lectures, or otherwise, to disseminate knowledge throughout the State concerning the best known methods for the building and maintaining of highways, including bridges and sidewalks in the cities and towns of the State, and particularly to impart such information, in manner as aforesaid, to the county commissioners of counties, the street commissioners of cities, the selectmen of towns, and other municipal officers whose duty it may be to have the care and management of the expenditures of money and the building and keeping in repair of the highways of the State. The members shall receive no compensation for time and services, but shall be reimbursed for expenses incurred in the discharge of their duties \$2 a day for subsistence and 6 cents a mile for travel. The whole expenses under this section shall not exceed \$3,500 annually. (As amended by chapter 266 in the acts of 1897.)

Chapter 6. [Property exempted from taxation]: All property which by the articles of separation is exempt from taxation, the personal property of all benevolent and charitable institutions incorporated by the State, the real estate of all literary and scientific institutions occupied by them for their own purposes or by any officer thereof as a residence, * * * and any college in this State authorized under its charter to confer the degree of bachelor of arts or bachelor of science and having real estate liable to taxation shall, on the payment of such tax and proof of the same to the satisfaction of the governor and council, be reimbursed from the State treasury to the amount of the tax so paid: *Provided, however*, The aggregate amount so reimbursed to any college in any one year shall not exceed \$1,500: *And provided further*, That this claim for such reimbursement shall not apply to real estate hereafter bought by any such college.

Acts and Resolves, 1863, chapter 275, Resolves: Full assent is hereby given to the provisions and conditions of the act passed at the second session of the Thirty-seventh Congress and approved July 2, 1862, and the same is hereby accepted, and the governor is hereby authorized and directed to notify the President of the United States of said acceptance by the State of Maine and to receive from the Secretary of the Interior the scrip for Maine's proportion of 210,000 acres of land donated by said act and to hold the same subject to the order of the legislature. (Approved March 25, 1863.)

Ibid., 1864, chapter 342, Resolves: Whereas, information has been received from Governor Corey of the reception of the land scrip issued for the benefit of the agricultural college under the law of Congress approved July 2, 1862; and whereas a suggestion of concert of action between the States with regard to the sale of the same has been made by Governor Andrew of Massachusetts, which commends itself as a wise and prudent measure, therefore resolved that the governor of this State is hereby authorized and empowered to act in concert with the governors of the other States in selling the land scrip issued to this State for the benefit of an agricultural college. He may unite with them in the employment of such selling agents in the cities of New York, Philadelphia, or Boston as he may deem expedient and fix the price per acre at which said scrip shall be sold at such sum as may be mutually agreed upon, and such agents so employed shall receive a compensation not exceeding one-half of 1 per cent on sales. All moneys received for the sale of said scrip shall be paid to the State treasurer and be by him invested in the 6 per cent stocks of this State and such stock, with the interest accruing thereon, shall be inviolably held for the sole benefit of said agricultural college. (Approved March 24, 1864.)

Ibid., chapter 362, Resolves: *Resolved*, That the governor and council be authorized to appoint three commissioners whose duty it shall be to memorialize Congress for an extension of the term during which the college for the benefit of agriculture and the mechanic arts may be provided. Said commissioners are also hereby authorized and directed to invite and receive donations and benefactions in aid of said college, and also proposals for the location thereof, to visit and examine all such proposed locations when so directed by the governor and council, to consider the respective advantages of all such locations, to entertain all propositions which may be made for this purpose, to confer with other States engaged in the same enterprise, and to learn what they can of the history, present working, and prospect of usefulness of similar institutions, and to gather all such other information regarding the establishment of such an institution as they may be able to do, and report thereon to the next legislature. (Approved March 25, 1864.)

Acts and Resolves, 1865, Private and Special Acts: SECTION 1. Samuel F. Perley, etc. (fifteen other persons), are hereby constituted a body politic and corporate, by

the name of the trustees of the State College of Agriculture and Mechanic Arts, having succession as hereinafter provided, with power to establish and maintain, subject to the provisions and limitations of this act, such a college as is authorized and provided for, by the act of the Congress of the United States, passed on the 2d day of July, in the year 1862. They shall be entitled to receive from the State the income which shall accrue from the funds granted to the State by the act aforesaid, and shall apply the same, together with all such income as they shall receive from any other sources to the maintenance of the college in conformity with the act of Congress.

SEC. 2. The trustees shall annually elect one of their number to be president of the board. They shall appoint a clerk and treasurer, both of whom shall be sworn, and shall hold their offices at the pleasure of the trustees. The clerk shall record all proceedings of the board, and copies of their records certified by him shall be evidence in all cases in which the originals might be used. The treasurer shall be required to give suitable bond, and to renew the same whenever the trustees shall require.

SEC. 3. The governor and council shall at all times have the power, by themselves, or such committee as they shall appoint, to examine into the affairs of the college, and the doings of the trustees, and to inspect all their records and accounts, and the buildings and premises occupied by the college. Whenever the governor and council shall have reason to believe that the trustees are exercising or attempting to exercise any unlawful powers, or unlawfully omitting to perform any legal duty, they may direct the attorney-general to institute process against the trustees in their corporate capacity, in the nature of a complaint in equity before the supreme judicial court in the county in which the college may be established, and the court after notice, shall hear and determine the same, by summary proceeding in term time, or by any judge in vacation, and may make any suitable decree restraining the trustees from performing or continuing the unlawful acts complained of, or requiring them to perform whatever is unlawfully omitted, and may enforce such decrees. In like manner a complaint may be instituted against any individual trustee, and be heard in the county where he resides, alleging against him any cause deemed by the governor and council sufficient to disqualify him for the trust; and if in the judgment of the court such allegation shall be sustained, a decree shall be made removing such trustee from office, and his place shall be thereby vacated.

SEC. 4. No person shall be a trustee who is not an inhabitant of this State, nor any one who has reached the age of 70 years. The clerk of the trustees shall give notice of all vacancies to the governor and council; vacancies occurring in any of the foregoing modes, or by the resignation or decease of any trustee, shall be filled in the following manner: The first vacancy that shall occur shall be filled by the legislature at the next session thereafter by joint ballot of the two branches; the second vacancy shall be filled by the trustees at their next meeting; and all succeeding vacancies shall be filled in like manner, alternately by the legislature and the trustees.

SEC. 5. The trustees in their corporate capacity may take and hold in addition to the income which they shall receive through the State from the endowment made by Congress, such other real and personal property as may be granted or devised to them for the purpose of promoting the objects of this act. But they shall not be entitled to receive any benefactions made to them upon conditions inconsistent with the act of Congress aforesaid or for purposes different from what is therein prescribed.

SEC. 6. The governor and council shall take measures, as soon as may be advantageously done after the passage of this act, to sell the land scrip received by this State under the act of Congress, and to invest the same as required by the fourth section of said act. The securities shall be kept by the State treasurer, and he shall report annually to the legislature the amount and condition of the investments, and of the income of the same. He shall from time to time, as the income shall accrue, pay over the same to the treasurer of the college.

SEC. 7. It shall be the duty of the trustees, as soon as may be after their organization, to procure a tract of land suitable as a site for the establishment of the college. If no other provision shall be made therefor, there shall be placed at the disposal of the trustees for this purpose, such proportion as the governor and council may deem suitable of that part of the fund which is authorized by the fifth section of the act of Congress to be expended for the purchase of lands for sites or experimental farms.

SEC. 8. The trustees shall appoint such directors, professors, lecturers, and teachers in the college, and employ such other persons therein from time to time as the means at their command may permit for the accomplishment of the objects

enumerated and described in the fourth section of the act of Congress. Every officer and every person employed shall hold his office or employment at the pleasure of the trustees. They shall, as soon as may be, arrange and make known the several courses of instruction which they will undertake at the outset of the college, and shall enlarge and improve the same whenever practicable, subject to the limitations prescribed by Congress. They shall also establish the qualifications for admission and modify the same as circumstances may require. But no student shall be admitted into or continued in the college, nor shall any person be employed in any office or service, who is not of good moral character and pure life.

SEC. 9. In addition to the instruction which is to be given by classes, textbooks, lectures, and apparatus, in such branches of learning as are related to agriculture and the mechanic arts, the trustees shall provide, as fully as may be, for practical experiments and demonstrations of scientific principles and rules. They shall encourage, and for due proportions of time, at different seasons of the year, and with reference to other exercises, require all the students to engage in actual labor upon the lands and in the workshops with which the college may be furnished, and shall provide suitable oversight and direction in such labor, so that they may become habituated to skillful and productive industry.

SEC. 10. Military tactics shall be taught during some suitable part of each year to all the students, and they shall be required to form and maintain such habits of obedience and subordination as may be useful to them if called into military service. The adjutant-general shall be authorized to furnish to the college for military drill such arms and equipments, not needed by the State for other service, as may suffice for the number of students. He shall also furnish to the college a United States flag.

SEC. 11. Such other studies are to be taught within the limitations of the act of Congress as the facilities of the college and the periods of instruction will permit.

SEC. 12. Students who satisfactorily complete any one or more of the prescribed courses of study may receive public testimonials thereof, under the direction of the trustees, stating their proficiency.

SEC. 13. No charge shall be made for tuition to any student who is an inhabitant of this State, and the trustees and all persons employed by them shall constantly endeavor, by the adoption of judicious and effective arrangements in all the labor departments of the college, to reduce the cost of subsistence to the students and to render the institution as far as possible self-sustaining.

SEC. 14. It shall be the duty of the trustees, directors, and teachers of the college to impress on the minds of the students the principles of morality and justice and a sacred regard to truth; love to their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance, and all other virtues which are the ornaments of human society; and among other means to promote these ends and to secure the best personal improvement of the students the trustees shall provide, as fully as may be practicable, that the internal organization of the college shall be on the plan of one or more well-regulated households and families, so that the students may be brought into relations of domestic intimacy and confidence with their teachers.

SEC. 15. If at any time the number of students applying for admission shall be greater than the means of the trustees will enable them to receive, they shall make regulations for the number to be admitted, having reference to the proportions of population in the several senatorial districts of the State, and equalize the admissions according to such proportions as nearly as may be.

SEC. 16. The trustees shall hold a regular session at the college at least once in each year; and may provide for periodical visitations by committees. No trustee shall receive any compensation except actual traveling expenses, to be paid from the treasury of the college.

SEC. 17. The treasurer of the college shall make, as often as once in six months, a detailed report of all receipts and expenditures, and the trustees shall cause the same to be verified by full inspection and settlement of all his accounts, and shall transmit a copy of the same, as verified by them, to the governor and council. The trustees shall also cause to be made, annually, such report as is required by the fifth section of the act of Congress, and communicate the same as therein provided.

SEC. 18. The legislature shall have the right to grant any further powers, to alter, limit, or restrain any of the powers vested in the trustees of the college established by this act, as shall be judged necessary to promote the best interests thereof. (Approved February 25, 1865.)

Acts and Resolves, 1866, Private and Special Laws, chapter 59: The inhabitants of Orono are hereby authorized to raise money by taxation or loan, not exceeding \$11,000, for the purchase of the White farm and the Goddard or Frost farm,

so-called, in said Orono, and convey the same, or cause them to be conveyed, to the trustees of the Maine State College of Agriculture and Mechanic Arts: *Provided*, that the inhabitants of said Orono, at a legal meeting within thirty days from the approval of this act, by a vote of two-thirds of their legal voters present and voting, shall agree thereto. (Approved February 9, 1866.)

Ibid., chapter 66: The inhabitants of Oldtown are hereby authorized to raise money by taxation or loan, to aid in the purchase of land in Orono, for the use of the State College of Agriculture and Mechanic Arts, and to convey the same, or cause it to be conveyed, to the trustees of said college: *Provided*, that the inhabitants of said Oldtown, at a legal meeting within thirty days from the approval of this act, by a vote of two-thirds of their legal voters present and voting, shall agree thereto. (Approved February 10, 1866.)

Acts and Resolves, 1867, Private and Special Laws, chapter 262: SECTION 1. No vacancy occurring in the board of trustees of the State College of Agriculture and the Mechanic Arts shall hereafter be filled until the number of said trustees shall be less than seven; and thereafterwards the number of said trustees shall be seven and no more.

SEC. 2. The appointment of the new board of trustees shall be made by the governor, with the advice and consent of the council. As soon as may be, after the new board of trustees shall have been appointed, they shall delegate by lot one of their number to hold office one year, one two years, one three years, one four years, one five years, one six years, and one seven years, so that the office of one trustee shall become vacant every year. And thereafter the term of office of every trustee shall be seven years; but any vacancy occurring by reason of death, resignation, or otherwise, before the expiration of the term of office, shall be filled for the remainder of the term.

SEC. 3. All vacancies occurring in the board of trustees shall be filled by the governor and council, on the nomination of the trustees. In case the nomination by the trustees shall not be confirmed by the governor and council, said trustees shall make another nomination, and so on till the nomination shall be confirmed. (Approved February 25, 1867.)

Acts and Resolves, 1868, Resolves, chapter 274: That the sum of \$10,000 is hereby appropriated, out of any money in the treasury of the State not otherwise appropriated, for the erection and completion of the necessary college buildings and the purchase of apparatus and furniture and other necessary expenditures for the use of the State College of Agriculture and the Mechanic Arts: to be expended under the direction of the trustees of said college. (Approved March 7, 1868.)

Ibid., 1869, Resolves, chapter 89: That the sum of \$28,000 is hereby appropriated in aid of the State College of Agriculture and the Mechanic Arts, provided that the inhabitants of the town of Orono shall make to said College of Agriculture and the Mechanic Arts an absolute conveyance of the same premises heretofore conveyed, subject only to the condition that in case the location of said college shall be changed from Orono, or be abandoned, or cease to be used for the purposes contemplated by the act establishing said college, then, in such an event, the State shall refund to the inhabitants of Orono the sum originally paid for such lands, viz, \$11,000. (Approved March 12, 1869.)

Ibid., 1870, Resolves, chapter 179: That the sum of \$32,000 is hereby appropriated in aid of the College of Agriculture and Mechanic Arts, and the sum of \$28,000 appropriated by resolve of March 12, 1869, not drawn or made use of by the college, is hereby reappropriated, and that chapter 89 of the resolves of 1869 is hereby repealed, provided that before either of said sums is paid out of the treasury there shall be vested in the State a perfect title to the premises heretofore conveyed by the town of Orono for the purposes of said college, the only condition of said conveyance being that if, at any time, the said land shall cease to be used for the purposes of said college, then the State shall pay to said town of Orono the sum of money heretofore expended by that town in the purchase of said premises, viz, \$11,000.

Ibid., 1871, Resolves, chapter 251: Appropriates \$6,000 for completion of college buildings and purchase of apparatus and furniture.

Ibid., 1872, Resolves, chapter 56: Appropriates \$18,000 to reimburse trustees "for money advanced by them" to the extent of \$13,000 and \$5,000 for building "a suitable house" for the president.

Ibid., 1872-74, Public Laws, chapter 194: All vacancies occurring in the board of trustees of the State College of Agriculture and the Mechanic Arts shall be filled by the governor with the advice and consent of the council. (Approved February 25, 1874.)

Ibid., Private and Special Laws, chapter 147: Females who possess the suitable qualifications for admission to the several classes may be admitted as students in

the college; subject to the requirements of labor and study, which may be determined by the faculty of instruction and by the trustees of the college. (Approved February 23, 1872.)

Ibid., 1876, Resolves, chapter 172: Appropriates \$8,000 for instruction and contingent expenses.

Ibid., 1877, Resolves, chapter 258: Appropriates \$15,218 for various current purposes.

Ibid., 1878, Resolves, chapter 57: That the governor and council are hereby requested to indicate, in any way they may think proper, their readiness to receive proposals from denominations, associations, or organizations, to take from the State, the State College of Agriculture and the Mechanic Arts at Orono, and agree to sustain it, according to its original plan, as to protect the rights of all parties, and report to the next legislature. (Approved February 19, 1878.)

Ibid., 1878, Resolves, chapter 80: Appropriates \$6,500 for current expenses.

Ibid., 1879, Private and Special Laws, chapter 173: Section 13 of chapter 532 of the private and special laws of 1865 is hereby amended so as to read as follows: SEC. 13. A reasonable charge shall be made for tuition, the amount of which shall be determined from time to time by the trustees, and all persons employed by them shall constantly endeavor by the adoption of judicious and effective arrangements in all the labor departments of the college, to reduce the cost of subsistence to the students, and to render the institution, as far as possible, self-sustaining. (Approved February 27, 1879.)

Ibid., 1880, Resolves, chapter 197: Appropriates \$3,000.

Ibid., 1881, Resolves, chapter 13: Whereas, the State of Maine holds in trust for the benefit of the State College of Agriculture and the Mechanic Arts, a registered bond of the State of Maine, numbered 251, for the sum of \$30,000, which became due August 15, in the year of our Lord 1868, and the State of Maine, by a resolve approved March 24, in the year of our Lord 1864, directed the treasurer of State to invest all money received from the sale of land scrip donated to said college by the United States in the 6 per cent stock of this State, to be inviolably held for the benefit of said college, and this sum of \$30,000 being a portion of said investment; therefore be it resolved, that the treasurer of State be authorized and directed to issue a new registered bond in favor of said college for the sum of \$30,000, bearing interest at the rate of 6 per centum per annum, payable semiannually, to bear date of August 15, 1888, and payable nine years from date; the same being in lieu of bond number 251, for a like sum due August 15, 1888; said bond to be signed by the treasurer, countersigned by the governor, and attested by the secretary of state. (Approved February 24, 1881.)

Ibid., 1881, chapter 60: \$3,500 is appropriated for the two years, 1881 and 1882.

Ibid., 1883, Public Laws, chapter 196: SECTION 1. One additional member shall be added to the present board of trustees of the State College of Agriculture and the Mechanic Arts, who shall be a graduate of said college, and not less than 25 years of age, and a resident of this State, and shall hold his office for a term of three years, so that said board of trustees shall hereafter consist of 9 members, including the secretary of the Maine board of agriculture.

SEC. 2. The governor, with the advice and consent of the council, shall appoint such member of said board of trustees to fill such vacancy, upon nomination of the alumni association of said college, made at any regular meeting of said association held for that purpose and made known to the governor and council by the secretary of said association, under seal.

SEC. 3. Said alumni association shall make such appointment, and the secretary shall make the appointment known to the governor and council within six months after any vacancy may occur in such position, or after the approval of this bill by the governor; and in case such appointment shall not be made by said association within said six months, or said appointment shall not be made known to the governor and council within said six months, as hereinbefore provided, then the governor and council shall appoint some person who is a graduate of said college, subject to the provisions of section 1, to fill said vacancy. (Approved March 10, 1883.)

Ibid., 1885, Resolves, chapter 196: Appropriates \$12,400 to be expended during the year.

Ibid., 1887, Public Laws, chapter 119: SECTION 1. For the purpose of carrying into effect the provisions of an act of Congress of the United States approved March 2, 1887, to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto, the State hereby assents to the purposes of said grants and accepts the grants of money authorized and appropriated by said first-named act, approved March 2, 1887, and assigns the same to

the Maine State College of Agriculture and the Mechanic Arts, and there is hereby established at said college in connection therewith, and under its direction, a department to be known and designated as the Maine Agricultural Experiment Station.

SEC. 2. The act of the legislature of this State, approved March 3, 1885, establishing the Maine Fertilizer Control and Agricultural Experiment Station, is hereby repealed, this repeal to take effect October 1, 1887.

SEC. 3. All apparatus, chemicals, and other property belonging to said station, and the unexpended balance of money in the State treasury appropriated by the State to said station for the year 1887, shall, on October 1, 1887, be transferred and paid to and become the property of the Maine State College of Agriculture and the Mechanic Arts, and the treasurer thereof shall receipt for the property so transferred by the board of managers of said experiment station and the unexpended balance so paid over by the treasurer of State. (Approved March 16, 1887.)

Ibid., 1887, Resolves, chapter 54: Appropriates \$34,600 for two years, \$25,000 to be for the erection of a building for the departments of natural history and agriculture, and the remaining part for current purposes.

Acts and Resolves, 1887, chapter 105: That the treasurer of State be authorized and directed to receive from the Maine State College of Agriculture and the Mechanic Arts, situated in Orono, in the county of Penobscot, in trust, the sum of \$100,000, bequeathed to said college by Hon. Abner Coburn: and said treasurer shall apply the same in payment of the debt of the State of Maine, and shall issue to said college an unnegotiable registered bond for the sum of \$100,000, bearing interest at the rate of 4 per cent per annum, payable semiannually on the first days of January and July in each year, at the treasurer's office. Said bond shall be payable in thirty years from the first day of July, in 1887, and shall be signed by the treasurer, countersigned by the governor, attested by the secretary of state, and the State treasurer and his successors in office shall pay to the treasurer of said college the interest on said bond from the time he receives said sum until the maturity of the bond. (Approved March 16, 1887.)

Acts and Resolves, 1891, Resolves, chapter 43: Appropriates \$24,500 for 1891 and 1892.

Acts and Resolves, 1893, Resolves, chapter 178: Appropriates \$12,000 for 1893 and 1894.

Acts and Resolves, 1897, Resolves, chapter 215: That in order to defray the current expenses of the State College of Agriculture and the Mechanic Arts, there be appropriated to the trustees of said college, for the year 1897, and for each year thereafter for the term of ten years, the sum of \$20,000. Resolved that the said trustees are hereby directed to charge all students a reasonable tuition, but they may abate said tuition to such worthy pupils, resident in the State, as may be financially unable to pay the same. (Approved March 20, 1897.)

Acts of 1897, chapter 551: SECTION 1. The name of the corporation known as the trustees of the State College of Agriculture and the Mechanic Arts is hereby changed to the University of Maine, and the said University of Maine shall have all the rights, powers, privileges, property, duties, and responsibilities which belong or have belonged to the said trustees.

SEC. 2. This act shall take effect on some day in June, 1897, to be fixed by said trustees. (Approved March 26, 1897.)

Ibid., chapter 547: SECTION 1. Graduates of the State college shall enjoy before State boards and in the practice of any profession or the pursuit of any calling for which they may be prepared, rights, privileges, and exemptions equal to those granted to the graduates of any other institutions within or without the State. (Approved March 26, 1897.)

Ibid., chapter 550: The trustees of the Maine State College of Agriculture and Mechanic Arts shall receive \$2 a day for their regular visits at said institution and the same sum for every 20 miles travel. (Approved March 26, 1897.)

MARYLAND.

Declaration of Rights, article 43: That the legislature ought to encourage the diffusion of knowledge and virtue, the extension of a judicious system of general education, the promotion of literature, the arts, sciences, agriculture, commerce, and manufactures, and the general melioration of the condition of the people.

Laws, 1856, chapter 97 [amended by laws of 1866, chapter 53]: Whereas it hath been represented to the legislature that certain wise and virtuous citizens are desirous of instituting and establishing in some convenient locality within this

State an agricultural college and model farm, in which the youthful student may especially be instructed in those arts and sciences indispensable to successful agricultural pursuits; and whereas it doth appear to this legislature that while the wise and learned in the present age have cultivated with laudable industry and applied with admirable success the arts and sciences to other pursuits, the most necessary, useful, and honorable pursuits of agriculturists have so far been most lamentably neglected; and whereas it is the province and duty of the legislature to encourage and aid the philanthropic and patriotic citizens in their efforts to disseminate useful knowledge by establishing an agricultural college and model farm, which shall in addition to the usual course of scholastic learning particularly indoctrinate the youth of Maryland theoretically and practically in those arts and sciences, which with good manners and morals shall enable them to subdue the earth and elevate the State to the lofty position its advantages in soil, climate, etc., and the moral and mental capacities of its citizens entitle it to attain; therefore,

SECTION 1. James T. Earle and [eight others are named] are appointed commissioners, by whom or under whose direction subscriptions may be solicited and obtained to the stock of the Maryland Agricultural College, and they are hereby authorized to take, hold, and dispose of, as hereinafter provided for, voluntary subscriptions to the amount not exceeding \$500,000, in shares of \$25 each.

SEC. 2. As soon as at least 2,000 shares of stock aforesaid, in manner aforesaid, be subscribed for, the subscribers aforesaid, their successors and assigns, shall be and are hereby made and declared to be incorporated into a company by the name and style of the "Maryland Agricultural College," and by that name be capable in law of suing and being sued, etc., to use a corporate seal, and to do and cause to be done all things necessary for the attainment of the object aforesaid.

SEC. 3. [As soon as the provisions of section 2 have been complied with and one half of subscription paid in cash and the other secured a meeting of the stockholders must be called, which assemblage must elect 23 trustees, one from each county and one from the city of Baltimore, any five of whom shall constitute a quorum capable of transacting business.]

SEC. 4. [The first board of trustees were to hold office five years, but subsequently elected trustees were to serve for two years.] (Repealed by law of 1868, chap. 97, §. v.)

SEC. 5. [Board had full power to appoint professors and teachers in the college, prescribe their duties, salaries, and fix and determine the duties, wages, cost, and charge of all other officers and servants, tuition and board of students, course of study, vacations, examinations, exhibitions, and control and manage all persons and things in and belonging to the college and conducive to the successful operation of the college and model farm.]

SEC. 6. [Board shall cause to be made annually on the model farm "a series of experiments upon the cultivation of cereal and other plants adapted to the latitude and climate of Maryland and cause to be carefully noticed upon the records of said institution the character of said experiments, the kind of soil upon which they were undertaken, the system of cultivation adopted, the state of the atmosphere and other particulars which may be necessary to a fair and complete understanding of the results of said experiments, and they shall also require the instructor of chemistry, as far as may be consistent with his other duties in said institution, to carefully analyze all specimens of soil that may be submitted to him by any citizen of this State, free of charge, and specially furnish the applicant with an accurate statement of the result."]

SEC. 7. [The trustees have care, control, and management of all the real and personal property and money of the said company, and shall appoint a register and cause to be registered in a book to be kept for that purpose all the acts, etc., of the trustees. They meet four times or more a year at the college and shall make a report to the legislature.]

SEC. 8. [Declares that when the forementioned provisions have been complied with and not fewer than 50 acres for the model farm have been purchased and the college and farm buildings erected, "the said stockholders under the name and style of the Maryland Agricultural College shall be entitled from the treasury of the State of Maryland to the annual sum of \$6,000, which said annual sum of \$6,000 is hereby appropriated out of any unappropriated money in the treasury as an annual endowment of the said Maryland Agricultural College, and shall by the board of trustees hereinbefore mentioned be applied to the payment of salaries of professors and such other purposes as shall promote the welfare and success of the said agricultural college, and upon notice being given in writing by the said Maryland Agricultural College, that the subscriptions aforesaid have been bona fide made and a board of trustees duly appointed, and the lands for said model

farm have been purchased and the necessary buildings erected thereon, to the comptroller of the treasury, he shall forthwith, if at any time before the 1st day of February, 1858, said report is made, issue his warrant to the treasurer, and the treasurer shall pay to the said board of trustees or their order then, and annually thereafter, the said sum of \$6,000 above appropriated."]

SEC. 9. [Forbids stockholders and trustees to issue any promissory obligation or "use or attempt to use any banking privileges whatsoever."]

SEC. 10. [Repeals charter if provisions of section 3 are not complied with by February 1, 1858.]

SEC. 11. [Right to annul annual grant of \$6,000 and "make void all and every part of the incorporation aforesaid and all rights, privileges, and immunities hereinbefore mentioned."]

SEC. 12. [Declares subscribers shall receive back their subscription in case of no incorporation by failure to secure 2,000 shares.]

SEC. 13. [Arranges for the annual meeting of the stockholders. Repealed by law of 1868, chap. 320, q. v.] (Passed March 6, 1856.)

Laws, 1853, chapter 265 [amended by laws of 1866, chapter 53]: Whereas it is represented to the legislature that the interests of the Maryland Agricultural College will be greatly advanced by the probable increase in the number of subscribers to the stock thereof by reducing the amount of subscription to the shares or stock in the same, thereby diffusing more wide and general interest among the agriculturists of the State; and also by granting to the District of Columbia a trustee for the management of said institution in view of the proximity of its location and site to said District, and the great interest already manifested by large subscriptions to its stock by the inhabitants of that district; and whereas it is also represented that the original act incorporating said institution contains no provisions for filling vacancies occurring in the board of trustees recently elected, without a general call or meeting of stockholders; therefore, etc.

SEC. 2. [Relates that there shall be three trustees at large, one from the eastern shore and one from the western shore and also a trustee from the District of Columbia.]

SEC. 4. [Relates that honorary members may be chosen by the board from among the citizens of other States.] (Passed March 10, 1853.)

Laws, 1864, chapter 90: SECTION 1. That the following sections relating to colleges for the benefit of agriculture and the mechanic arts be added to the article "Schools," of the Code of Public General Laws entitled "An act assenting to the provisions of the act of Congress donating lands to the several States and Territories for the benefit of education."

SEC. 17. The State of Maryland hereby declares its acceptance of the provisions of an act passed by the Congress of the United States, entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and mechanic arts." approved July 2, 1862; and the governor is hereby authorized to give such notice of the said acceptance as may be proper.

SEC. 18. The comptroller of the treasury is hereby authorized to receive from the proper authorities of the United States the land scrip to be issued for the lands granted to this State by the said act of Congress, and to give all necessary receipts and acknowledgments for the scrip which may be received by him.

SEC. 19. The said comptroller is hereby authorized, by and with the approval and concurrence of the governor and treasurer of the State, from time to time as he may deem proper, to sell such land scrip, or any part thereof, for cash, or for stocks of the United States, or of the States, or some other safe stocks, yielding not less than 5 per cent upon the par value of said stocks, and to execute all necessary and proper transfers thereof; but no scrip shall be transferred and delivered to any purchaser thereof until the same shall have been fully paid for, or until payment shall have been fully secured by collaterals of such stocks as above specified.

SEC. 20. The comptroller shall make all such arrangements, employ such agents and adopt such measures in all respects as he may deem most expedient for effecting a judicious sale of the said land scrip; and the treasurer, on the warrant of the Comptroller, shall from time to time pay out of any moneys in the treasury, not otherwise appropriated, all the expenses of management and superintendence, and taxes, if any, for the selection of said lands previous to their sale, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, and of all incidental matters connected with or arising out of the management and sale of said lands, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes mentioned in said act of Congress.

SEC. 21. The moneys which may be received in the sale of said land or scrip shall from time to time, and as often as there shall be a sufficient accumulation for that purpose, be invested by the comptroller in stocks of the United States, or of this State or some other safe stocks yielding not less than 5 per cent per annum on the par value of said stocks, and the money so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, except as provided for in and by said act of Congress.

SEC. 22. The comptroller shall keep separate books of accounts in his office of all matters relating to the said land scrip and lands, and the care, management, sale, and disposition thereof, and of the investment of the moneys derived from the sale of the said lands and land scrip, and of the manner in which the income of the said fund may be disposed of, pursuant to an act of the legislature hereafter to be passed authorizing the application thereof in conformity with the provisions of the act of Congress aforesaid.

SEC. 23. The comptroller, in his annual report to the legislature, shall state the condition and amount of said fund, the expenditures on account thereof, and all his proceedings and acts in regard thereto.

SEC. 24. All moneys received by the comptroller under the provisions of this act shall be forthwith deposited by him in the treasury of the State as a trust fund, with which a special office and bank account shall be kept by the treasurer so that the said moneys shall not be intermingled with the ordinary funds of the State; and the said moneys shall be paid out by the treasurer from time to time, on the warrant of the comptroller, when required by him for the purpose of being invested as hereinbefore mentioned. (Passed February 17, 1864.)

Laws, 1865, chapter 178: SECTION 1. After the comptroller shall have sold the said scrip and invested the proceeds thereof as provided by the act of the general assembly, passed in 1864, the annual interest or income of said investment shall be regularly paid by him without diminution to the Maryland Agricultural College, and the leading object of said college shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, and the money so to be received by the said college shall be applied to the objects enumerated in the said act of Congress and to no other purposes whatever, and the said college shall in all respects comply with the several requirements of the said act as to making and recording experiments and reporting the same as therein prescribed: *Provided*, That nothing herein contained shall be construed to prohibit or preclude the general assembly, at any time hereafter, from making any other disposition of said funds, not inconsistent with the act of Congress making said donation.

SEC. 2. From and after the passage of this act the State board of education shall be ex-officio members of the board of trustees of the said college. (Passed March 22, 1865.)

Laws, 1866, chapter 53 [amended in Sec. 4, see laws of 1880, chapter 231; also laws of 1888, chapter 53]: SECTION 1. The treasurer, upon the warrant of the comptroller, be, and he is hereby, authorized and directed to pay to the board of trustees of the Maryland Agricultural College the sum of \$45,000, the said sum to be payable in three annual installments of \$15,000 each, the first of said installments to be paid on the 1st day of April, 1866, and the balance in two equal installments on the 1st day of April, 1867, and the 1st day of April, 1868, respectively, the said amount of \$45,000 to be appropriated by the trustees to the liquidation of the present indebtedness of the said college and the purchase of furniture and apparatus for the said college: *Provided*, The trustees of the said Maryland Agricultural College shall, on or before the 1st day of April, 1866, make, by a good and valid title, the State of Maryland equal joint owner of the property of every kind and description, real, personal, and mixed, now owned by the said college.

SEC. 2. Upon the acceptance of this act by the majority of the stockholders, at a meeting to be called and held in pursuance of the act of incorporation, the trustees of said college are hereby authorized and fully empowered to make, by a good and valid title, the State of Maryland equal joint owner in all the property of every kind and description, both real, personal, and mixed, now owned by the said Maryland Agricultural College.

SEC. 3. So much of the third section of the act of 1856 and the second section of the act of 1858, which requires the board of trustees to consist of 22 trustees, 1 from each county, and 1 from the city of Baltimore, and authorizes the appointment of a trustee from the District of Columbia and 1 from the eastern shore and 1 from the western shore, for the State at large, is repealed.

SEC. 4. The board of trustees of the Maryland Agricultural College shall, on and after the 1st day of March, 1866, be composed of 11 trustees, 4 of whom shall be members of the State board of education, to represent the State's interest as joint owner, and the other 7 shall be elected by a majority of the private stockholders in the manner now provided by law, 6 of whom shall be residents of the State of Maryland, and 1 of the District of Columbia.

SEC. 5. The said board of trustees hereinbefore provided for shall possess the same and like powers and authority with the trustees authorized to be appointed by the original acts to which this is amendatory.

SEC. 6. The said board of trustees shall have power and authority to appoint and select visitors for said institution, 1 from each county and 2 from the city of Baltimore, with authority to attend the meetings of said trustees, but without the right of voting in the management of the said Maryland Agricultural College.

SEC. 7. A sum of money not exceeding 10 per cent upon the amount received by this State, under the provisions of the act of Congress of 1862, which is authorized to be expended for the purchase of lands for sites or experimental farms, is hereby expressly reserved and set apart, to be paid into the treasury of the State to reimburse the said State in part for the amount appropriated to the said Maryland Agricultural College by this act; and that so much of the act of 1865 as is inconsistent with this section of this act is repealed. (Passed February 7, 1866.)

Laws, 1868, chapter 320: SECTION 1. Sections 4 and 13 of the act of assembly, passed 1856, chapter 97, are hereby repealed and the following sections enacted in lieu thereof: "SECTION 4. The president of the Senate shall be, ex-officio, a member of the board of trustees of the Maryland Agricultural College, in the place which the lieutenant-governor formerly held in the said board.

"SEC. 13. A general meeting of the stockholders of the Maryland Agricultural College shall be held annually, on the second Wednesday of April, in the city of Baltimore, at such special hour and place as the president of the existing board of trustees may appoint, and one week's notice of such meeting shall be published in two of the daily newspapers of Baltimore, and that a meeting may be called at any time and at any convenient place during the interval between the said annual meetings by the president and trustees, or a majority of them, or by the stockholders owning at least one-fourth of the whole amount of stock subscribed, upon giving thirty days public notice of the time and place of holding the same, by advertisement published in one or more newspapers of general circulation in the State; and at all meetings of said stockholders one-fourth in value of said stockholders being present in person or by written proxy shall constitute a quorum for the transaction of all business; and that if less than such quorum shall be present at any such meeting said meeting may adjourn from time to time until a quorum is obtained, and that all general meetings of the stockholders where such a quorum is present a majority in value of the stockholders present in person or by written proxy may fill any vacancy that may occur in the board of trustees which can be lawfully filled by the stockholders, and may remove from office any president or any of the trustees elected by the stockholders, and may appoint others in their stead." (Approved March 30, 1868.)

Laws, 1870, chapter 183: SECTION 1. The adjutant-general is authorized to furnish for the use of the Maryland Agricultural College 100 Austrian muskets, in the armory at Annapolis, or such other suitable arms as may now be in the armory, with accoutrements complete, and the necessary number of officers' swords and belts.

SEC. 2. The trustees of the Maryland Agricultural College shall, upon the receipt of said arms and accoutrements, execute to the State of Maryland a good and sufficient bond for the amount of the value of said arms and accoutrements for their safe keeping and return to the adjutant-general whenever required by the legislature so to do. (Approved March 31, 1870.)

Laws, 1872, chapter 415: Whereas the legislature of Maryland by act of assembly, 1864, formally accepted the provisions of the act of Congress donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts; and whereas section 20 of said act of assembly, in accordance with the requirements and almost in the words of said act of Congress, directs the treasurer, on the warrant of the comptroller, to pay all expenses of the management, superintendence, and taxes for, and all the incidentals connected with or arising out of the management of said lands, so that the entire proceeds of sale shall be applied without any diminution whatever to the purposes mentioned in the act of Congress, and as expressly required by that act; and whereas by act of assembly, 1865, the whole annual income from the fund

arising from the sale of agricultural land scrip appropriated as aforesaid by act of Congress, was directed to be paid regularly by the comptroller "without diminution" to the Maryland Agricultural College; and whereas by act of assembly of 1866 the legislature did diminish the said land fund so provided by act of Congress and so accepted by act of assembly, and so appropriated to the said Maryland Agricultural College, by directing 10 per centum of the whole amount to be paid into the treasury of the State, so diminishing the said fund by the sum of \$11,250; and whereas the comptroller of the treasury in the several years past has further diminished the annual interest arising from the said fund by withholding from the yearly payments the sum of \$90 as a State tax; and whereas section 5 of the said act of Congress, the terms of which were formally accepted by the State, expressly requires "that if any portion of the funds, or any portion of the interest thereof shall, by any act or contingency be lost or diminished, it shall be replaced by the State;" therefore

SECTION 1. The comptroller of the treasury is required to invest in 6 per cent State bonds for the use and benefit of the Maryland Agricultural College the sum of \$11,250, and to pay over to the order of said trustees, semiannually, on the 1st day of April and October in each and every year, the interest upon said sum so invested, and to account to and pay over to said trustees the interest upon said principal so withheld from said trust fund and diverted to the use of the State from the time such diversion was made.

SEC. 2. The comptroller is required to account to and refund to the said trustees the tax erroneously withheld from the semiannual interest derived from the sum invested in the Southern relief fund set apart and invested for the use of the Maryland Agricultural College. (Approved April 1, 1872.)

Laws, 1874. [Appropriation bill carries \$3,000 "For the Maryland Agricultural College." The same sum is appropriated in 1875].

Laws, 1830, chapter 231 (see laws 1888, chapter 326): SECTION 1. Section 4 of an act passed at the January session, 1866, entitled "An act amendatory of an act to establish and endow an agricultural college in Maryland, passed at January session, 1856," etc., is repealed and reenacted so as to read as follows:

SEC. 4. The board of trustees of the Maryland Agricultural College shall be constituted and composed as follows: There shall be 12 trustees, 5 of whom shall be elected by a majority of the private stockholders of said college in the manner now provided by law: *Provided*, That 4 of the 5 shall be residents of the State of Maryland and 1 of the District of Columbia, and the following 6 named persons shall represent the State's interest in said board, namely, the governor, comptroller, treasurer, president of the senate, speaker of the house of delegates, and attorney-general; and the United States Commissioner of Agriculture shall be ex officio one of said board. (Approved April 10, 1880.)

Laws, 1886, chapter 207: SECTION 1. A commission of 6 persons is appointed as follows: Two persons engaged in agriculture, 1 from the western shore and 1 from the eastern shore, to be named by the governor; 1 person by the faculty of the Johns Hopkins University, 1 by the Maryland State Farmers' Association, and 1 person by the Maryland State Agricultural and Mechanical Association, whose duty it shall be to inquire into the propriety of establishing an agricultural experiment station, and to report to the next general assembly the result of their inquiry, and to submit such recommendations as to location, management, and other matters pertaining to the same as they may deem proper.

SEC. 2. The sum of \$1,000, or so much thereof as may be necessary, is appropriated from any funds in the treasury not otherwise appropriated to pay the expenses of said commission incurred in performing the duties herein prescribed, to be paid by the treasurer on the warrant of the comptroller upon the order of a majority of said commission. (Approved April 7, 1886.)

Appropriation law for 1888: * * * "To the Maryland Agricultural College, \$5,000 and no more."

Laws, 1888, chapter 55: Whereas by an act of Congress passed at the second session of the Forty-ninth Congress of the United States, entitled "An act to establish agricultural experiment stations to connect with the colleges established in the several States, under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto," the sum of \$15,000 per annum for each State having colleges established under the provisions of said act of July 2, 1862, was appropriated for the establishing of agricultural experiment stations; and whereas the said act of the second session of the Forty-ninth Congress provides that before the said fund shall be paid to any State such State shall give its legislative assent to the purposes of said grants; and whereas the Maryland Agricultural College is the only college established in the State of Maryland under the provisions of said act of 1862,

SECTION 1. The assent of the State of Maryland is given to the purposes of the grant made by said act and the said Maryland Agricultural College is designated as the college entitled to receive the sum appropriated for Maryland, and the treasurer of said college is designated as the proper person to receive the same.

SEC. 2. The assent of the State of Maryland to the grants of moneys for the purposes, upon the terms and in accordance with the several conditions and provisions in said act contained, is signified and expressed, and the secretary of state is hereby directed to transmit a certified copy of this act to the Secretary of the Treasury of the United States. (Approved March 6, 1888.)

Laws, 1888, chapter 326: SECTION 1. Section 4 of the act of 1866, chapter 53 * * * is hereby repealed and reenacted so as to read as follows:

SEC. 4. The board of trustees of the Maryland Agricultural College shall be constituted as follows: There shall be 13 trustees, 5 of whom shall be elected by a majority of the private stockholders of said college in the manner now provided by law: *Provided*, That 4 of the 5 shall be residents of the State of Maryland and 1 of the District of Columbia, and the following 6 named persons shall represent the State's interest in said board, namely, the governor, comptroller, treasurer, president of the senate, speaker of the house of delegates, and attorney-general, and the United States Commissioner of Agriculture shall be ex officio one of said board, and 1 person from each of the Congressional districts of this State, who shall be a practical farmer or immediately interested in agricultural pursuits, who shall be appointed by the governor by and with the consent of the senate, to be classified as follows: Two for the term of 2 years, 2 for the term of 4 years, and the remainder for the term of 6 years, all to date from the 1st day of February, 1888, and thereafter the term of all such appointments shall be for the term of 6 years, except that appointments to fill vacancies occurring otherwise than by expiration of term shall be only for the unexpired portion of the term so vacated. (Approved April 4, 1888.)

Laws, 1890, appropriation law: "To the Maryland Agricultural College the sum of \$6,000 for the fiscal year 1891, and the like sum for the fiscal year 1892."

Laws, 1892, chapter 125: SECTION 1. The act of Congress approved August 30, 1890, is assented to and accepted on behalf of the State of Maryland, subject to all the purposes and conditions of the said grant.

SEC. 2. The Maryland Agricultural College, to which the benefits of said act of Congress apply in this State, is hereby authorized and directed to make suitable provisions for complying with all the requirements of the said act. (Approved March 15, 1892.)

Ibid., appropriation law: "To the Maryland Agricultural College the sum of \$6,000 for the fiscal year 1893, and the like sum for the fiscal year 1894."

Ibid., 1894, appropriation law: "To the Maryland Agricultural College the sum of \$9,000 for the fiscal year 1895, and a like sum for the fiscal year 1896."

Ibid., 1896, appropriation law: "To the Maryland Agricultural College the sum of \$9,000 for the fiscal year 1897, and a like sum for 1898."

Laws, 1898, chapter 291: SECTION 1. The sum of \$14,000 is hereby appropriated out of any money in the treasury not otherwise appropriated to the Maryland Agricultural College, \$10,000 of which shall be used for the erection of a suitable building for recitation rooms and laboratories for the department of agriculture and its allied branches, the remainder of \$4,000 for the proper sanitary plumbing in the present dormitories.

SEC. 2. The comptroller of Maryland is directed to issue his warrant on the treasurer of Maryland, payable to the order of the Maryland Agricultural College, or to its accredited agent, for the sum of \$14,000, said sum to be used solely for the purpose hereinbefore set forth. (Approved April 7, 1898.)

Laws, 1900, chapter 620: SECTION 1. [Appropriates to the Maryland Agricultural College the sum of \$9,000 for the year 1901, and a like sum for 1902.]

Laws, 1902, chapter 512: SECTION 1. [Appropriates] To the Maryland Agricultural College, the sum of \$9,000 for the fiscal year 1903, and the like sum of \$9,000 for the fiscal year 1904, together with the further sum of \$3,996 for the fiscal year 1903, and the sum of \$1,776 for the fiscal year 1904, the said latter amounts, viz, \$3,996 and \$1,776 being 2 per centum on the endowment of \$88,800 for three years and three months, or the difference between 2 [3] per centum and 5 per centum, at which latter rate the endowment is required to be invested by acts of Congress; said appropriations being made upon the recommendation that the said college become the property of the State of Maryland and be made exclusively a technical school.

Ibid., 1902, chapter 625: SECTION 1. Appropriations are hereby made to the Maryland Agricultural College, for its use and for the experiment station, for the furtherance of the work of those institutions in their several departments, and

also in order to make provisions whereby more of the people of Maryland may avail of the advantages of an agricultural and industrial education, and at the same time provide for the proper fulfillment of the compacts made by this State in accepting certain grants from the United States Congress to this State. The amounts which are hereby provided for shall be expended, respectively, according to the provisions of sections 1, 2, 3, 4, 5, and 6 of this act.

SEC. 2. In order to provide dormitory accommodations for at least double the number of students as present facilities will accommodate, and to provide modern and sanitary kitchen and dining room accommodations for students, and also to provide for a general assembly hall for chapel and other public functions, the sum of \$25,000 is hereby appropriated.

SEC. 3. To provide for the proper heating, ventilation, and general renovation of the present dormitory building, the sum of \$3,000 is hereby appropriated.

SEC. 4. To provide for the enlargement of the mechanical building, so as to release its overcrowded condition and also to make possible the installment of new appliances, the sum of \$5,000 is hereby appropriated.

SEC. 5. In order to provide for the maintenance, repairs, and insurance of the building of the experiment station, to provide for the printing of bulletins and making exhibits, showing the results of the work, and also to provide for the investigations on the tobacco crop, in meat production, and in irrigation, an annual appropriation of \$5,000 is hereby provided for and made.

SEC. 6. The comptroller be and he is hereby authorized to issue his warrant upon the treasurer of the State for the several sums hereby appropriated, the same to be paid out of any funds not otherwise appropriated; that the said sum of moneys shall be payable to the Maryland Agricultural College and shall be expended under the direction of the board of trustees of said institution. And the first payment shall be made during the fiscal year ending September 1, 1902.

SEC. 7. One-half of the amounts hereby appropriated for buildings shall constitute a first lien to the State of Maryland on the property of the Maryland Agricultural College, and this lien shall be secured by the mortgage, to be given by the said college in its corporate capacity, to this State; the said mortgage to run for the period of ten years, with interest at 3 per cent, payable annually, if demanded; said mortgage to be ratified by the trustees and stockholders of said college: *And it is further provided*, That before any of said sums shall become payable by the said State to the said college, said trustees shall at their own expense cause an examination of the title to be made by the Title Guarantee and Trust Company, or some competent attorney to be designated by the attorney-general, and upon the report of the persons or corporation so examining to the attorney-general and his approval thereof that the title is good, that the said property is vested in said college in its corporate capacity in fee simple and free from incumbrances, the money shall be paid by the fiscal officers of the State at the time provided for in the act and not before.

SEC. 8. *And be it enacted*, That this act shall take effect from the date of its passage, and the moneys appropriated for educational and experimental purposes and purposes of repair, shall be paid as hereinbefore provided, and the moneys appropriated for building purposes shall be paid as soon as the mortgage hereinbefore provided for has been drawn, executed, and tendered to and approved by the attorney-general; and in addition the private stockholders shall, at a called meeting, assent to the lien created by section 7 of this act, by resolution to be filed by them with the secretary of state, which said resolution or a copy thereof, certified to by the register of the college, shall be evidence of said acceptance.

[The following matter is taken from the "Supplement to the Code of Public General Laws of Maryland containing the Public General Laws," passed at the sessions of 1890-1898, by John Prestiss Poe, Baltimore, 1898.]

Article LXI: SECTION 1. The term "fertilizer," as used in this article, shall be held to mean any commercial fertilizer, or any article, substance, or mixture sold, offered, or exposed for sale for manurial purposes within this State, of which the selling price shall be more than \$10 per ton of 2,000 pounds. The term "brand" shall be held to mean the name under which the commercial fertilizer is sold, together with the statement of the percentage of valuable ingredients contained therein. The term "State chemist" shall mean the professor in charge of the chemical department of the Maryland Agricultural College, who shall be exofficio State chemist.

SEC. 2. Before any fertilizer is sold, offered, or exposed for sale within the State the following conditions must be complied with: (1) The importer, manufacturer, manipulator, dealer, or agent shall take out a license for the sale of fertilizers,

which license shall be rated upon the number of brands contemplated to be sold at the rate of \$15 for each brand, said license to be prepared and furnished by the comptroller of the treasury and to be issued at any time, to be good until the 1st day of February following; (2) every bag, barrel, or package of fertilizer, and every parcel or lot, if sold in bulk, must bear in legible print, or be accompanied by a clear and true statement showing the net pounds of fertilizer in the package or lot, the name, brand, or trade-mark under which the fertilizer is sold, the name and address of the importer, manufacturer, or manipulator, the place of manufacture or manipulation, and a chemical analysis stating the per centum of the minimum, and only the minimum, contained therein, of nitrogen or its equivalent in available ammonia, of potash soluble in distilled water, and of available phosphoric acid.

SEC. 5. It shall be the duty of the Maryland Agricultural College to analyze, without cost or charge, all samples of fertilizers sent to it for the purpose of being analyzed by any person or persons purchasing or procuring the same in this State for his or their use or uses; provided such persons are not interested in the analysis desired other than as consumers, of which affidavit shall be made and shall accompany each sample or brand; and further, such samples are taken and sent as described by this article, and free of cost of transportation to said college; and it shall be the duty of the Maryland Agricultural College to procure samples, as far as practicable in every year, of all the fertilizers sold and used in this State, for the purpose of analyzing the same; and any duly authorized agent or representative of the said college shall have the right to take samples, as provided by this article, from any lot or parcel of fertilizer in transit or in possession or keeping of any manufacturer, manipulator, dealer, or agent, and sold or offered for sale in this State; and it shall be the duty of the Maryland Agricultural College to send in the result of the analysis of every sample of fertilizer to the person from whom such sample was taken or received, and also to publish from time to time the results of the analysis made by the said college of the samples sent to or procured by it for such purpose; and it shall be the duty of the Maryland Agricultural College, when reporting or publishing the result of any analysis made, to state the commercial value in dollars and cents of the fertilizer so analyzed, per ton of 2,000 pounds, such value to be based upon the analysis made by the college, and upon a standard of valuation to be ascertained, fixed, and published by said college annually, after conference with the proper officials of adjacent States.

SEC. 6 [as amended by laws of 1902, chap. 382]. All samples of fertilizers for analysis at the Maryland Agricultural College shall be taken from unbroken packages or bags that have not been damaged or injured in transit or by exposure, and when in the possession of the purchaser or purchasers within thirty days after coming into their possession it shall be lawful for any such purchaser or purchasers of any such manures or fertilizers, provided that he be not a manufacturer, manipulator, or agent of either, to take from any such unbroken packages or bags a sample, not exceeding 2 pounds, placing the same in bottle or bottles, jar or jars, which shall then be corked tightly and forwarded to the Maryland Agricultural College for analysis; that it shall not be lawful for the said agricultural college or its chemists to previously demand of any such purchaser or purchasers so sending said sample or samples for analysis, to give any advices, information or statement to the said college or its chemists as to any analysis found on the original unbroken packages or bags from which said sample or samples were taken, or the name or names of any individual, representative, agent, or corporation or firm from which said manures or fertilizers were purchased; and it shall be the duty of the agricultural college to have its proper and authorized chemist to at once make a full and complete analysis of the manures or fertilizers contained in such bottles, jar or jars, and within thirty days thereafter return to such person or persons from whom the sample or samples were received a full and complete analysis of the said manures or fertilizers sent for analysis; and it shall be unlawful for any individual or any representative or agent of any corporation or firm, or any corporation or firm itself, to have, either directly or indirectly, communication with the agricultural college or its chemist, agent, or representative, or the sender of any sample with regard to the analysis of any manures or fertilizers sent to the agricultural college by the purchaser or purchasers thereof for analysis under the provisions of this section, nor shall the agricultural college nor its chemists nor its agent or agents or the sender of any sample furnish any information or communicate with any manufacturer of fertilizers about any such samples submitted for analysis until after a report of said analysis shall have been duly furnished to the applicant for such analysis under this section: *Provided*, That all samples sent to the Maryland Agricultural College by any purchaser or purchasers shall be drawn from at least 5 per cent of the total number of bags purchased,

these samples to be thoroughly mixed in a clean, dry place, and a suitable sample shall be taken from said mixture and placed in a suitable vessel or vessels carefully closed, with an identifying label, and the same then taken or sent by safe carriage to the said college for analysis. Every sample for analysis by the State chemist as provided for by this section shall be fully described in forms to be furnished by said chemist free of charge, said description giving a full and complete statement of the time and place of sampling, of all marks on the bags or packages thereof, and all of the facts relating to the same; said description and statements shall be made under affidavit before a justice of the peace or notary public, and the same shall be retained as confidential by said justice or notary until required by this act to be sent to the State chemist: *Provided further*, That the purchaser or purchasers sending such sample or samples of fertilizer shall withhold said description or descriptions of said sample or samples until he has received the report of the said State chemist of the analysis of the same. Any person or persons receiving an analysis from the State chemist under this act shall immediately thereafter forward to him the statement required by this act to be made at the time of taking the sample or samples; and any person or persons violating the provisions of this section shall be punished by a fine of \$100; and any manufacturer, agent, or representative who shall be convicted of making false and fraudulent representations as to the quality and constituent elements of any fertilizers by the printed analysis upon any such bag or package shall be fined \$100 for the first offense and \$200 for every subsequent offense thereafter; and the report of the analysis of any such sample of fertilizer sent to the agricultural college for examination under this act shall be prima facie evidence as to the quality of the lot of fertilizer from which said sample was taken.

SEC. 7. The funds received by the comptroller from the licenses issued under this article shall be paid into the treasury and be set apart as a specific fund to pay the cost and expenses of conducting the analysis provided for in section 5, and the treasurer shall semiannually pay over to the Maryland Agricultural College the money received from said licenses; provided that the amount paid in any one year shall not be more than at the rate of section 15 for each sample of fertilizer analyzed by said college.

SEC. 11. It shall be the duty of all State's attorneys to prosecute all persons accused of violating any of the provisions of this article.

Article XLVIII. SEC. 51. A State horticultural department is established for the State of Maryland; its purpose is to suppress and eradicate the San Jose scale, peach yellow, pear-blight, and other injurious dangerous insect pests and plant diseases throughout the State of Maryland.

SEC. 52. The professor of entomology, the professor of vegetable pathology, and the professor of horticulture of the Maryland Agricultural College and Experiment Station shall be the State entomologist, State pathologist, and State horticulturist, respectively.

SEC. 53. The said horticultural department shall be under the control of the board of trustees of the Maryland Agricultural College and Experiment Station, to whom the officers created under this subtitle shall be responsible. The salary of the State entomologist and State pathologist shall be fixed by the said board of trustees, and the said board shall likewise fix the compensation of any assistant or assistants, employee or employees, and control all expenses thereof. The expenses of said department shall be paid out of an appropriation hereinafter provided for, and said board of trustees are invested with all powers necessary to carry into effect the provisions of this subtitle; but no expenses shall be incurred beyond the amount appropriated.

MASSACHUSETTS.

Constitution (1780), chapter 5: SEC. 2. Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the university at Cambridge, public schools, and grammar schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of

humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections and generous sentiments among the people.

Acts and Resolves, 1863, chapter 166: SECTION 1. The Commonwealth of Massachusetts hereby accepts the grant offered to it by the United States, as set forth and defined in the act of Congress approved July 2, 1862, said act being chapter 130 of the statutes of the United States, passed at the second session of the Thirty-seventh Congress, upon the terms and conditions contained and set forth in said act of Congress; and the governor of the Commonwealth is hereby authorized and instructed to give due notice thereof to the Government of the United States.

SEC. 2. The governor is hereby authorized and instructed to receive, by himself or his order, from the Secretary of the Interior or any other person authorized to issue the same, all the land scrip to which this Commonwealth may be entitled by the provisions of the before-mentioned act of Congress.

SEC. 3. The governor, with the advice and consent of the council, is hereby authorized and instructed to appoint a commissioner, whose duty it shall be to locate, without unnecessary delay, all the land scrip which may come into the possession of the Commonwealth by virtue of this act, and to sell the same from time to time on such terms as the governor and council shall determine. Said commissioner shall give a bond, with sufficient sureties, in the penal sum of \$50,000, to be approved by the governor and council, that he will faithfully perform the duties of his office, and shall render full and accurate returns to them, at the end of every six months, or oftener if required to do so by them, of his proceedings under this act. The compensation of said commissioner shall be fixed by the governor and council, and shall be paid out of the treasury of the Commonwealth; and the governor is hereby authorized to draw his warrants therefor.

SEC. 4. All moneys received by virtue of this act, for the sale of land scrip, shall be immediately deposited with the treasurer of the Commonwealth, who shall invest and hold the same in accordance with the fourth section of the aforementioned act of Congress. The moneys so invested shall constitute a perpetual fund, to be entitled the Fund for the Promotion of Education in Agriculture and the Mechanic Arts, which shall be appropriated and used in such manner as the legislature shall prescribe, and in accordance with the said act of Congress. (Approved April 18, 1863.)

Acts and Resolves, 1863, chapter 220: Marshall P. Wilder [and thirteen other persons mentioned by name], their associates and successors, are hereby constituted a body corporate by the name of the Trustees of the Massachusetts Agricultural College, the leading object of which shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, to be located as hereinafter provided, and they and their successors, and such as shall be duly elected members of said corporation, shall be and remain a body corporate by that name forever. And for the orderly conducting of the business of said corporation the said trustees shall have power and authority, from time to time, as occasion may require, to elect a president, vice-president, secretary, and treasurer, and such other officers of said corporation as may be found necessary, and to declare the duties and tenures of their respective offices; and also to remove any trustee from the same corporation, when, in their judgment, he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, or shall neglect or refuse to perform the same; and, whenever vacancies shall occur in the board of trustees, the legislature shall fill the same; provided nevertheless, that the number of members shall never be greater than fourteen, exclusive of the governor of the Commonwealth, the secretary of the board of education, the secretary of the board of agriculture, and the president of the faculty, each of whom shall be ex officio a member of said corporation.

SEC. 2. The said corporation shall have full power and authority to determine at what times and places their meetings shall be holden, and the manner of notifying the trustees to convene at such meetings; and also, from time to time, to elect a president of said college, and such professors, tutors, instructors, and other officers of said college, as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, responsibilities, and tenures of their several offices. And the said corporation are further empowered to purchase or erect, and keep in repair, such houses or other buildings as they shall judge necessary for the said college; and also to make and ordain, as occasion may require, reasonable rules, orders, and by-laws, not repugnant to the constitution and laws of this Commonwealth, with reasonable penalties, for the good govern-

ment of the said college, and for the regulation of their own body, and also to determine and regulate the course of instruction in said college, and to confer such appropriate degrees as they may determine and prescribe; provided nevertheless, that no corporate business shall be transacted at any meeting unless one-half, at least, of the trustees are present.

SEC. 3. The said corporation may have a common seal, which they may alter or renew at their pleasure, and all deeds sealed with the seal of said corporation and signed by their order, shall, when made in their corporate name, be considered in law as the deeds of said corporation; and said corporation may sue and be sued in all actions, real, personal, or mixed, and may prosecute the same to final judgment and execution, by the name of the Trustees of the Massachusetts Agricultural College; and said corporation shall be capable of taking and holding in fee simple, or any less estate, by gift, grant, bequest, devise or otherwise, any lands, tenements or other estate, real or personal, provided that the clear annual income of the same shall not exceed \$30,000.

SEC. 4. The clear rents and profits of all the estate, real and personal, of which the said corporation shall be seized and possessed, shall be appropriated to the uses of said college, in such manner as shall most effectually promote the objects declared in the first section of this act, and as may be recommended from time to time by the said corporation, they conforming to the will of any donor or donors, in the application of any estate which may be given, devised, or bequeathed for any particular object connected with the college.

SEC. 5. The legislature of this Commonwealth may grant any further powers to, or alter, limit, annul, or restrain, any of the powers vested by this act in the said corporation, as shall be found necessary to promote the best interests of the said college; and more especially may appoint and establish overseers or visitors of the said college with all necessary powers for the better aid, preservation, and government thereof. The said corporation shall make an annual report of its condition, financial and otherwise, to the legislature at the commencement of its session.

SEC. 6. The board of trustees shall determine the location of said college, in some suitable place within the limits of this Commonwealth, and shall purchase, or obtain by gift, grant, or otherwise, in connection therewith, a tract of land containing at least 100 acres, to be used as an experimental farm, or otherwise, so as best to promote the objects of the institution; and in establishing the by-laws and regulations of said college, they shall make such provision for the manual labor of the students on said farm as they may deem just and reasonable. The location, plan of organization, government, and course of study prescribed for the college shall be subject to the approval of the legislature.

SEC. 7. One-tenth part of all the moneys which may be received by the State treasurer from the sale of land scrip, by virtue of the provisions of the one hundred and thirtieth chapter of the acts of the Thirty-seventh Congress at the second session thereof, approved July 2, 1862, and of the laws of this Commonwealth, shall be paid to said college and appropriated toward the purchase of said site or farm; provided, nevertheless, that the said college shall first secure, by valid subscription or otherwise, the further sum of \$75,000 for the purpose of erecting suitable buildings thereon, and upon satisfactory evidence that this proviso has been complied with, the governor is authorized, from time to time, to draw his warrant therefor.

SEC. 8. When the said college shall have been duly organized, located, and established, as and for the purposes specified in this act, there shall be appropriated and paid to its treasurer each year, on the warrant of the governor, two-thirds of the annual interest or income which may be received from the fund created under and by virtue of the act of Congress named in the seventh section of this act, and the laws of this Commonwealth accepting the provisions thereof, and relating to the same.

SEC. 9. In the event of a dissolution of said corporation, by its voluntary act at any time, the real and personal property belonging to the corporation shall revert and belong to the Commonwealth, to be held by the same, and to be disposed of as it may seem fit, in the advancement of education in agriculture and the mechanic arts. The legislature shall have authority at any time to withhold the portion of the interest or income from said fund provided in this act, whenever the corporation shall cease or fail to maintain a college within the provisions and spirit of this act and the before-mentioned act of Congress, or for any cause which they may deem sufficient. (Approved April 29, 1863.)

Ibid., 1864, chapter 223: SECTION 1. The corporate name of "The Trustees of the Massachusetts Agricultural College," shall hereafter be "The Massachusetts Agricultural College."

SEC. 2. The location, plan of organization, government, and course of study prescribed for said college shall be subject to the approval of the governor and council.

SEC. 3. It shall be the duty of the commissioner authorized to be appointed by section 3 of chapter 166 of the acts of 1863 to sell from time to time the land scrip which may come into the possession of the Commonwealth by virtue of said act, on such terms as the governor and council shall determine.

SEC. 4. The governor, with the advice and consent of the council, is hereby authorized and instructed to transfer to the Massachusetts Agricultural College one-tenth of the entire amount of land scrip received by the Commonwealth from the United States by virtue of an act of Congress approved by the President July 2, 1862, and the proceeds from the sale of said land scrip shall be expended only for the purchase of land for the use of said college. If any portion of such proceeds shall remain unexpended after the purchase of a suitable site or farm for said college, then said college shall pay the same over to the treasurer of the Commonwealth, who shall invest and hold the same as a part of the fund for the promotion of education in agriculture and the mechanic arts, established by the fourth section of the one hundred and sixty-sixth chapter of the acts of the year 1863.

SEC. 5. To defray the necessary expenses of establishing and maintaining the Massachusetts Agricultural College, there may be advanced from the treasury, to be refunded as provided in section 6 of this act, the sum of \$10,000, and the governor is hereby authorized to draw his warrants therefor: *Provided*, That the money shall be paid to the treasurer of said college.

SEC. 7. So much of section 3, of chapter 166 of the acts of 1863, as authorizes the commissioner therein named to locate land scrip of the Commonwealth, and so much of section 6, of chapter 220 of the acts of 1863, as provides that the location, plan of organization, government, and course of study prescribed for said college shall be subject to the approval of the legislature, and all other acts and parts of acts inconsistent herewith are hereby repealed. (Approved May 11, 1864.)

Ibid., 1865, chapter 195: SECTION 1. The town of Amherst is hereby authorized to raise, by issuing its bonds, or by loan or tax, the sum of \$50,000, to be appropriated and paid to the Massachusetts Agricultural College, out of the treasury of the town, and applied in the erection of suitable buildings upon the farm of said college in said town, provided that at a legal town meeting, called for that purpose, two-thirds of the voters present and voting thereon shall vote to raise said amount for said object. (Approved May 5, 1865.)

Ibid., 1865, chapter 240: Appropriates \$10,000 to aid "in establishing college."

Ibid., 1866, chapter 263: SECTION 1. The board of agriculture shall constitute a board of overseers of the Massachusetts Agricultural College, with powers and duties to be defined and fixed by the governor and council. But said board of overseers shall have no powers granted to control the action of the trustees of said college, or to negative their powers and duties, as defined by chapter 220 of the acts of 1863.

SEC. 2. The board of agriculture is hereby authorized to locate the State agricultural cabinet and library, and to hold its meetings in said college.

SEC. 3. The president of the agricultural college is hereby constituted a member, *ex officio*, of the board of agriculture.

SEC. 4. All acts and parts of acts inconsistent with this act are hereby repealed. (Approved May 26, 1866.)

Ibid., 1867, chapter 189: SECTION 1. Directs the treasurer of the Commonwealth to pay to college accumulated interest on fund "since July 30, 1864."

Ibid., 1868, Resolves, chapter 8: That his excellency the governor be authorized to issue to the president and trustees of the Massachusetts Agricultural College such arms and equipments, for the use of that institution, as in his judgment may be so distributed without detriment to the militia service; provided, the said president and trustees shall be held personally responsible for the same. (Approved March 11, 1868.)

Ibid., 1869, Resolves, chapter 34: Appropriates \$30,000 from treasury of Commonwealth "for the erection of buildings and other improvements."

Ibid., 1870, Resolves, chapter 75: Appropriates \$25,000 from the treasury for current expenses, and further, "*Resolved*, That the secretary of the board of education and the secretary of the board of agriculture be directed to devise a plan, if practicable, by which the college may, without expense to the Commonwealth, be recognized as an independent institution in analogy with other colleges in the Commonwealth, and that they inquire whether the term of study in said college should not be reduced; and report to the next general court." (Approved June 18, 1870.)

Ibid., 1871, chapter 378: SECTION 1. Chapter 220 of the acts of 1863, entitled "An act to incorporate the Trustees of the Massachusetts Agricultural College," is

hereby amended as follows, to wit: Strike from the first section thereof the words, "whenever vacancies shall occur in the board of trustees, the legislature shall fill the same," and substitute therefor the words, "also from time to time to elect new members." Strike the last sentence from the fifth section and substitute therefor the following, "the college shall furnish to the governor and council a copy of the annual report of its operations." (Approved May 26, 1871.)

Ibid., 1871. Resolves, chapter 89: Appropriates \$59,000 from the treasury for current expenses, and adds to the fund for the promotion of education in agriculture and the mechanic arts a sum sufficient to increase said fund so that it shall amount to \$350,000. (Approved May 26, 1871.)

Ibid., 1874. Resolves, chapter 57: Appropriates \$18,000 "in aid of that institution."

Ibid., 1876. Resolves, chapter 52: Appropriates \$5,000 out of treasury for current expenses, "provided, That the excess of expenditures above receipts shall not exceed that sum."

Ibid., 1877. Resolves, chapter 68: Appropriates \$5,000 from treasury, one-half for current expenses and the other half "for manual labor which students may perform who are residents of the Commonwealth, but no student shall be paid more than \$100 during one year."

Ibid., 1879, chapter 258: SECTION 1. Appropriates \$32,000 "to pay the indebtedness of the Massachusetts Agricultural College."

SEC. 2. The expenses of the institution shall be kept within the income to which it is legally entitled, and the board of trustees shall be personally liable for any debt contracted for any purpose in excess of the assured income of the college or for the payment of which money has not been previously provided.

SEC. 3. The governor and council are hereby requested to examine the affairs of said college and report to the next general court some plan for its permanent continuance with its relations to the State definitely fixed, or some plan for its discontinuance, but with the provision in any event that its finances shall from this time be finally separated from the treasury of the Commonwealth. (Approved April 24, 1879.)

Ibid., 1882, chapter 212: SECTION 1. An agricultural experiment station shall be established and maintained at the Massachusetts Agricultural College in the town of Amherst.

SEC. 2. The management of said station shall be vested in a board of control of seven persons, of which board the governor shall be president ex officio and of which two members shall be elected from the State board of agriculture, two from the trustees of the Massachusetts Agricultural College by said trustees, one from the Massachusetts society for promoting agriculture by said society, and the remaining member shall be president of the Massachusetts Agricultural College. The said board shall choose a secretary and treasurer.

SEC. 3. The said board of control shall hold an annual meeting in the month of January, at which time it shall make to the legislature a detailed report of all moneys expended by its order and of the results of the experiments and investigations conducted at said station with the name of each experimenter attached to the report of his own work, which detailed report shall be printed in the annual report of the secretary of the State board of agriculture.

SEC. 4. The said board of control shall at its first meeting arrange for the retiring of two members each year, and the successors of such retiring members shall be elected by the bodies respectively which such retiring members represent, provided that in the years in which under such arrangement the president of the Massachusetts Agricultural College would be retired the said president shall remain and only one member shall be retired.

SEC. 5. The said board of control shall appoint a director, a chemist, and all necessary assistants, and shall provide suitable and necessary apparatus and appliances for the purpose of conducting experiments and investigations in the following subjects: (1) The causes, prevention, and remedies of the diseases of domestic animals, plants and trees; (2) the history and habits of insects destructive to vegetation and the means of abating them; (3) the manufacture and composition of both foreign and domestic fertilizers, their several values, and their adaptability to different crops and soils; (4) the values under all conditions, as food for all farm animals, for various purposes, of the several forage, grain, and root crops; (5) the comparative value of green and dry forage, and the cost of producing and preserving it in the best condition; (6) the adulteration of any article of food intended for the use of men or animals, and in any other subjects which may be deemed advantageous to the agriculture and horticulture of the Commonwealth. It may from time to time distribute any or all of the results of any experiment or investigation to such newspapers as may desire to publish the same.

SEC. 6. There shall be paid from the treasury of the Commonwealth to the

treasurer of said board of control before the 1st day of July, 1882, the sum of \$3,000 to establish, prepare, and equip said station; and for the maintenance of said station hereafter there shall also be paid to said treasurer the sum of \$5,000 annually in regular quarterly installments. (Approved May 12, 1882.)

Ibid., 1882, Resolves, chapter 49: Appropriates \$9,000 for repairs and drill house.

Ibid., 1883, chapter 105: The board of control of the agricultural experiment station shall annually, in the month of January, make a detailed report to the State board of agriculture of all moneys expended by its order and of the results of the experiments and investigations conducted at said station, with the name of each experimenter attached to the report of his own work. (Approved March 30, 1883.)

Ibid., 1883, Resolves, chapter 46: That there shall be paid annually for the term of four years, from the treasury of the Commonwealth to the treasurer of the Massachusetts Agricultural College at Amherst the sum of \$10,000 to enable the trustees of said college to provide for the students of said institution the theoretical and practical education required by its charter and the law of the United States relating thereto: *Resolved*, That annually for the term of four years eighty free scholarships be, and hereby are, established at the Massachusetts Agricultural College, the same to be given by appointment to persons in this Commonwealth after a competitive examination under rules prescribed by the president of the college at such time and place as the senator then in office from each district shall designate, and the said scholarships shall be assigned equally to each senatorial district; but if there shall be less than two successful applicants for scholarships from any senatorial district such scholarships may be distributed by the president of the college equally among the other districts as nearly as possible; but no applicant shall be entitled to a scholarship unless he shall pass an examination in accordance with the rules to be established as hereinbefore provided. (Approved June 2, 1883.)

Ibid., 1884, Resolves, chapter 50: Appropriates \$36,000 for new buildings: *Provided, however*, That the power of appointment of members of said board of trustees and the powers of removal defined in section 1 of chapter 220 of the acts of 1863 shall be hereafter exercised by the governor with the advice and consent of the council instead of said board; and said board during the current year shall, by lot, divide the elected members thereof into seven classes of two members each, of whom one class shall vacate their office January 1, 1885, and one class on the 1st of January in each year thereafter, and such action shall be certified by the board to the governor and council, and appointments to fill the vacancies so created shall be made for the term of seven years. (Approved May 8, 1884.)

Ibid., 1884, Resolves, chapter 48: *Ordered*, That 8,000 copies of the report of the board of control of the Massachusetts Agricultural Experiment Station at Amherst be printed. (Repealed in 1885.)

Ibid., 1885, chapter 327: SECTION 1. There shall be paid out of the treasury of the Commonwealth to the treasurer of the board of control of the Massachusetts Agricultural Experiment Station at Amherst the sum of \$5,000 annually, in regular quarterly installments, for the proper maintenance of said experiment station, the said sum to be in addition to the amount allowed for the same purpose by section 6 of chapter 212 of the acts of 1882. (Approved June 15, 1885.)

Ibid., Resolves, chapters 65 and 66: Appropriate \$51,000 for building and furnishings for college and station.

Ibid., 1886, Resolves, chapter 34: (1) That there shall be paid annually from the treasury of the Commonwealth to the treasurer of the Massachusetts Agricultural College at Amherst the sum of \$10,000, to enable the trustees of said college to provide for the students of said institution the theoretical and practical education required by its charter and the law of the United States relating thereto. (2) That annually the scholarships established by chapter 46 of the Resolves of 1883 be given and continued in accordance with the provisions of said chapter. (Approved April 16, 1886.)

Ibid., 1886, Resolves, chapter 60: Appropriates \$7,000 for repairs and improvements.

Ibid., 1887, Resolves, chapter 31: SECTION 1. The members of the present board of control of the agricultural experiment station, established at the Massachusetts Agricultural College in the town of Amherst, their associates and successors, are hereby made a body corporate under the name of the Massachusetts Agricultural Experiment Station, for the purpose of carrying out more fully and effectually the provisions of the act establishing said station, as set forth in chapter 212 of the acts of the year 1882 and of all acts in addition to or amendment thereof.

Sec. 2. Said corporation shall be constituted as provided in sections 2 and 4 of said chapter 212.

SEC. 3. The duties of said corporation shall be the same as set out in sections 3 and 5 of said chapter 212.

SEC. 4. The payments from the treasury of the Commonwealth authorized to be made to the treasurer of said board of control by section 6 of said chapter 212 and section 1 of chapter 227 of the acts of 1885 shall, in the same manner as therein provided and for the same purposes, be paid to the treasurer of the corporation hereby created.

SEC. 5. The said corporation shall by virtue of this act take and hold, as and for its property, all the property at present in the charge of said board of control, and is hereby further authorized to hold such real estate and personal property as may be necessary for its purposes. (Approved February 21, 1887.)

Ibid., 1887, chapter 212: SECTION 1. The Commonwealth of Massachusetts assents to and accepts a grant of moneys to be annually made by the United States, as set forth and defined in an act of Congress, designated "Public No. 112, being passed at the second session of the Forty-ninth Congress and approved March 2, 1887, and upon the terms and conditions contained and set forth in said act of Congress." [See chap. 111, of Acts 1889.]

SEC. 2. The governor of the Commonwealth is hereby authorized and instructed to give due notice thereof to the Government of the United States. (Approved April 20, 1887.)

Ibid., 1887, Resolves, chapter 44: That there be printed 12,000 extra copies of the report of the State experiment station at Amherst, the same to be bound with the report of the board of agriculture. (Fifteen thousand copies by chap. 15, Resolves of 1886.)

Ibid., 1888, chapter 296: Every lot or parcel of commercial fertilizer or material used for manurial purposes, sold, offered or exposed for sale within this Commonwealth, the retail price of which is \$10 or more per ton, shall be accompanied by a plainly-printed statement clearly and truly certifying the number of net pounds of fertilizer in the package, the name, brand, or trade-mark under which the fertilizer is sold, the name and address of the manufacturer or importer, the place of manufacture, and a chemical analysis stating the percentage of nitrogen or its equivalent in ammonia, of potash soluble in distilled water and reverted, as well as the total phosphoric acid. In the case of those fertilizers which consist of other and cheaper materials said label shall give a correct general statement of the composition and ingredients of the fertilizer it accompanies.

SEC. 2. Before any commercial fertilizer the retail price of which is \$10 or more per ton is sold, offered, or exposed for sale, the importer, manufacturer, or party who causes it to be sold or offered for sale within the State of Massachusetts shall file with the director of the Massachusetts Agricultural Experiment Station a certified copy of the statement named in section 1 of this act, and shall also deposit with said director, at his request, a sealed glass jar or bottle containing not less than 1 pound of the fertilizer, accompanied by an affidavit that it is a fair average sample thereof.

SEC. 3. The manufacturer, importer, agent, or seller of any brand of commercial fertilizer or material used for manurial purposes, the retail price of which is \$10 or more per ton, shall pay for each brand, on or before the 1st day of May, annually, to the director of the Massachusetts Agricultural Experiment Station, an analysis fee of \$5 for each of the three following fertilizing ingredients, namely, nitrogen, phosphorus and potassium contained or claimed to exist in said brand or fertilizer: *Provided*, That whenever the manufacturer or importer shall have paid the fee herein required for any person acting as agent or seller for such manufacturer or importer, such agent, or seller shall not be required to pay the fee named in this section; and on receipt of said analysis fees and statement specified in section 2 the director of said station shall issue certificates of compliance with this act.

SEC. 7. The director of the Massachusetts Agricultural Experiment Station shall pay the analysis fees as soon as received by him, into the treasury of the station, and shall cause one analysis or more of each fertilizer or material used for manurial purposes to be made annually, and publish the results monthly, with such additional information as circumstances advise, provided such information relates only to the composition of the fertilizer or fertilizing material inspected. Said director is hereby authorized in person or by deputy to take a sample, not exceeding two pounds in weight, for analysis, from any lot or package of fertilizer or any material used for manurial purposes which may be in the possession of any manufacturer, importer, agent, or dealer; but said sample shall be drawn in the presence of said party or parties in interest or their representative, and taken from a parcel or a number of packages which shall not be less than 10 per cent of the whole lot inspected, and shall be thoroughly mixed and then divided into two

equal samples, and placed in glass vessels and carefully sealed, and a label placed on each stating the name or brand of the fertilizer or material sampled, the name of the party from whose stock the sample was drawn, and the time and place of drawing, and said label shall also be signed by the director or his deputy, and by the party or parties in interest or their representatives present at the drawing and sealing of said sample; one of said duplicate samples shall be retained by the director and the other by the party whose stock was sampled. All parties violating this act shall be prosecuted by the director of said station, but it shall be the duty of said director, upon ascertaining any violation of this act, to forthwith notify the manufacturer or importer in writing, and give him not less than thirty days thereafter in which to comply with the requirements of this act, but there shall be no prosecution in relation to the quality of the fertilizer or fertilizing material if the same shall be found substantially equivalent to the statement of analysis made by the manufacturer or importer. (Approved May 3, 1888.)

Ibid., 1888, chapter 333: SECTION 1. Section 2 of chapter 212 of the acts of 1882 is hereby amended so that the same shall read as follows: "The management of said station shall be vested in a board of control of eleven persons, of which board the governor shall be president ex-officio, and of which two members shall be elected from the State board of agriculture, by said board of agriculture; two from the trustees of the Massachusetts Agricultural College, by said trustees; one from the Massachusetts Society for the Promotion of Agriculture, by said society; one from the Massachusetts State Grange, by said State grange; one from the Massachusetts Horticultural Society, by said society; and the remaining members shall be the president of the Massachusetts Agricultural College, the director of the Massachusetts Agricultural Experiment Station, and the secretary of the State Board of Agriculture, provided, however, that no person so elected by any of the above named boards or societies shall continue to be a member of said board of control after he has ceased to be a member of the board or of the society by which he was elected. The said board shall choose a secretary and treasurer. (Approved May 10, 1888.)

Ibid., Resolves, 1888, chapter 66: Appropriates \$19,000 for new buildings, improvements, and repairs.

Ibid., 1889, chapter 111: SECTION 1. Section 1 of chapter 212 of the acts of 1887, is hereby amended by adding after the word "Congress" at the end of the section the words "and the Massachusetts Agricultural College is hereby authorized and designated to receive said grant of money."

SEC. 2. The governor of the Commonwealth is hereby requested to give due notice of this amendment to the Government of the United States. (Approved March 13, 1889.)

Ibid., 1889, chapter 45: The trustees of the Massachusetts Agricultural College shall hereafter be allowed and paid from the treasury of the Commonwealth such sum as is necessary for their personal and incidental expenses incurred in the discharge of their duties, in the same manner as the trustees of other public institutions are now paid and allowed. (Approved February 18, 1889.)

Ibid., 1889, Resolves, chapter 12: That there be paid annually, for the term of 4 years, from the treasury of the Commonwealth to the treasurer of the Massachusetts Agricultural College at Amherst, the sum of \$10,000, to be expended under the direction of the trustees, for the following purposes, to wit: Five thousand dollars for the establishment of a labor fund to assist needy students of said college, and \$5,000 to provide the theoretical and practical education required by its charter and the law of the United States relating thereto. The said sum shall be paid in equal quarterly payments. (Approved March 1, 1889.)

Ibid., 1889, Resolves, chapter 63: That there be allowed and paid out of the Commonwealth a sum not exceeding \$10,000, to be expended by the board of control, for the purpose of erecting a suitable building and stocking it, and for providing the necessary apparatus and a greenhouse at the agricultural experiment station at Amherst, to enable the said board of control to establish a department of vegetable physiology for the purpose of investigating the diseases of plants. (Approved April 12, 1889.)

Ibid., 1889, chapter 164: [Allows the printing of 5,000 copies of the report of the Massachusetts Agricultural College instead of 3,500, as named in a general act authorizing public printing of 1885, chapter 369.]

Ibid., 1891, chapter 423: SECTION 1. The Commonwealth of Massachusetts hereby assents to the purpose of the grants of money authorized by the act of Congress, said act being chapter 841 of the acts of the first session of the Fifty-first Congress and approved on the 30th day of August, 1890.

SEC. 2. The Commonwealth of Massachusetts hereby accepts the annual grant of moneys made by the United States, as set forth and defined in said act of Con-

gress, and the treasurer and receiver-general of this Commonwealth is hereby designated to receive the same annually, to be applied by him under and for the purposes of said act; and the Massachusetts Institute of Technology is hereby authorized to receive one-third and the Massachusetts Agricultural College two-thirds of said grant of money, unless the courts should decide that the act of Congress granted all said money to the Massachusetts Agricultural College.

SEC. 3. The governor of the Commonwealth is hereby authorized and instructed to give due notice thereof to the Government of the United States.

Ibid., 1891, Resolves, chapter 14: That the quartermaster-general of the Commonwealth be authorized to transfer to the trustees of the Massachusetts Agricultural College the following military property now in their possession, and loaned them by the Commonwealth, and for which they are responsible to him by law, to wit: One Springfield rifle, etc., being the balance of property reported on hand by said college, loaned under authority of chapter 8 of the Resolves of 1868. The quartermaster-general is hereby authorized to drop the property above mentioned from his property accounts. (Approved March 6, 1891.)

Ibid., 1892, Resolves, chapter 19: Appropriates \$10,000 annually for four years—" \$5,000 for the establishment of a labor fund to assist needy students of said college, and \$5,000 to provide the theoretical and practical education " required by law.

Ibid., 1892, Resolves, chapter 100: Appropriates \$8,000 for new buildings.

Ibid., 1893, Resolves, chapter 107: Appropriates \$38,000 for new buildings and other improvements, and for insurance.

Ibid., 1894, chapter 101: Fixes the date of making a report to the legislature on the first Wednesday in January.

Ibid., 1894, chapter 143: SECTION 1. The Massachusetts Agricultural Experiment Station, located at the Massachusetts Agricultural College in Amherst, may be transferred to and consolidated with the experiment department of the said college now known as the Hatch Experiment Station, in the manner hereinafter provided.

SEC. 2. The board of control of the said Massachusetts Agricultural Experiment Station, at any meeting duly called for such purpose, may, by a vote of two-thirds of the members present, authorize the transfer of all the rights, leases, contracts, and property, of every kind and nature, of said station and board, to the trustees of the Massachusetts Agricultural College, and the said trustees may, at any meeting duly called for such purpose, accept the same for said college in behalf of the Commonwealth, whereupon such transfer shall be made by suitable conveyance; and when such transfer shall be made the said board of control shall cease to exist and the said Massachusetts Agricultural Experiment Station shall be deemed to be a part of, and to belong to, the experiment department of said college, under such name as said trustees may designate.

SEC. 3. The trustees of said college shall thereafter continue to carry on the experimental and other work for which the Massachusetts station was established, and to administer and apply all the property and funds that may be received by them hereunder, and by virtue hereof, for such purposes. They shall also from time to time print and publish bulletins containing the results of any experimental work and investigations, and distribute the same to such residents and newspapers of the Commonwealth as may apply therefor.

SEC. 4. Nothing herein contained shall operate to affect or discontinue the annual appropriations and payments thereof made, and to be made, by the Commonwealth for the proper maintenance of experimental work, under section 6 of chapter 212, acts of 1882, and section 1 of chapter 337, acts of 1885; and the payment of said appropriations shall hereafter be made to the treasurer of the Massachusetts Agricultural College. The trustees of said college shall make or cause to be made annually to the general court a detailed report of the expenditure of all such moneys, and such further report of the annual work of the experiment department of the college station as the trustees of the college shall deem advisable. (Approved March 22, 1894.)

Ibid., chapter 144: SECTION 1. Section 1 of chapter 20 of the public statutes is hereby amended to read as follows: "SECTION 1. The governor, lieutenant-governor, and secretary of the Commonwealth, the president of the agricultural college, the secretary of the board of agriculture, one person appointed from and by the Massachusetts Society for Promoting Agriculture, one person appointed from and by each agricultural society which receives an annual bounty from the Commonwealth, and three other persons appointed by the governor, with the advice and consent of the council, shall constitute the State board of agriculture." (Approved March 22, 1894.)

Ibid., Resolves, chapter 70: Appropriates \$7,000 "to provide the necessary electric power for use in the barn and dairy school of said college, and for wiring the buildings of the college and providing power for lighting the same by electricity."

Ibid., Resolves, chapter 103: That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding \$5,000, to be expended by the trustees of the Massachusetts Agricultural College in purchasing cattle to stock the farm at said college, provided, however, that the expense of selecting and testing said cattle shall be paid from the sum herein authorized. (Approved June 29, 1894.)

Ibid., 1895, chapter 431: SECTION 1. The director of the Hatch experiment station of the Massachusetts Agricultural College shall hereafter have and exercise the powers and duties granted and imposed upon the director of the Massachusetts agricultural experiment station by chapter 296 of the acts of 1888. (Approved May 29, 1895.)

Ibid., 1895, chapter 57: SECTION 1. Section 2 of chapter 143 of the acts of 1894 is hereby amended so as to read as follows: "SEC. 2. The said Massachusetts agricultural experiment station, at any meeting duly called for such purpose, may, by a vote of two-thirds of the members present, authorize the transfer of all the rights, leases, contracts, and property of every kind and nature of said station to the Massachusetts Agricultural College; and the trustees of said college may, at any meeting duly called for such purpose, accept the same for said college in behalf of the Commonwealth, whereupon such transfer shall be made by suitable conveyance, and when such transfer shall be made the said Massachusetts agricultural experiment station shall be deemed to be a part of, and to belong to, the experiment department of said college, under such name as said trustees may designate." (Approved February 15, 1895.)

Ibid., 1895, Resolves, chapter 43: Appropriates \$5,500 for entomological and military accommodations.

Ibid., 1896, Resolves, chapter 98: Appropriates \$13,900 for repairs and additions; also "from and after the 1st day of January, 1897, there shall be allowed and paid annually from the treasury of the Commonwealth, in accordance with chapter 19 of the Resolves of 1893, for the term of four years, the sum of \$10,000 for the following purposes to wit, \$5,000 for the continuance of a labor fund to assist needy students of said college, and \$5,000 to provide the theoretical and practical education required by its charter and the law of the United States relating thereto." (Approved May 15, 1896.)

Ibid., 1897, Resolves, chapter 15: Appropriates \$12,000 to be expended for water works and repairs, and instruction in botany.

Ibid., 1898, Resolves, chapter 109: Appropriates \$28,000 for veterinary laboratory and stable hospital, chemical apparatus and experimental dairy department.

Ibid., 1899, Resolves, chapter 70: That there be allowed and paid out of the treasury of the Commonwealth to the Massachusetts Agricultural College the sum of \$10,000, to provide the theoretical and practical education required by its charter and the law of the United States relating thereto, said sum to be paid in quarterly installments commencing with the 1st day of January, 1899. (Approved May 2, 1899.)

Ibid., 1900, Resolves, chapter 50: That there be allowed and paid out of the treasury of the Commonwealth to the Massachusetts Agricultural College for the purpose of providing the instruction called for by its charter and by the law of the United States relating to the college, the sum of \$8,000 annually for the term of four years beginning with the 1st day of January, 1900, the same to be paid in equal quarterly installments; and further that there be allowed and paid in the same manner to the said college an additional sum of \$10,000 annually for the term of four years beginning with the 1st day of January in the year 1901; of which \$5,000 a year shall be devoted to the purpose already stated, and \$5,000 a year shall be used as a labor fund for the assistance of needy students of the college. (Approved April 11, 1900.)

Ibid., 1901, chapter 53: The sums hereinafter mentioned are appropriated, to be paid out of the treasury of the Commonwealth from the ordinary revenue, for the purposes specified, for the year ending on the 31st of December, 1901, to wit: For the Massachusetts Agricultural College, for the purpose of providing 80 free scholarships, the sum of \$10,000. For the Massachusetts Agricultural College the sum of \$10,000, to be expended under the direction of the trustees for the following purposes, to wit: Five thousand dollars for the establishment of a labor fund to assist needy students of said college, and \$5,000 to provide the theoretical and practical education required by its charter and by the laws of the United States relating thereto. For the Massachusetts Agricultural College, for the purpose of providing the instruction called for by its charter and by the law of the United States relating to the college, the sum of \$3,000. For traveling and other necessary expenses of the trustees of the Massachusetts Agricultural College, a sum not exceeding \$500. For a maintenance fund for the veterinary laboratory

at the Massachusetts Agricultural College the sum of \$1,000. (Approved February 14, 1901.)

Ibid., 1901, Resolves, chapter 14: Appropriates \$8,500 for painting buildings, repairs, and equipment.

Ibid., 1901, Resolves, chapter 106: Appropriates \$400 for purchasing band instruments.

Ibid., 1902, chapter 46: Appropriates \$10,000 for maintenance of experiment station and \$1,200 for collecting and analyzing samples of concentrated commercial feed stuffs.

Ibid., 1902, chapter 66: Appropriates for the year ending December 31, 1902, like amounts for like purposes as appropriated in acts 1901, chapter 53.

Ibid., 1902, Resolves, chapter 69: Appropriates \$35,000 for a central heating plant; \$35,000 for erecting, equipping, and furnishing a dining hall, and \$1,000 for the maintenance of the dining hall.

Ibid., 1902, Resolves, chapter 81: Appropriates \$200 for the expenses of the band and for the purchase of a flag for the use of the cadets.

"Revised Laws" of Massachusetts, 1902, chapter 89: SECTION 1. The governor and lieutenant-governor, ex officio, the secretary of the Commonwealth, the president of the agricultural college, the secretary of the State board of agriculture, one person appointed from and by the Massachusetts Society for Promoting Agriculture, one person appointed from and by each agricultural society which receives an annual bounty from the Commonwealth, and three other persons appointed by the governor, with the advice and consent of the council, shall constitute the State board of agriculture.

SEC. 10. The board shall be a board of overseers of the Massachusetts Agricultural College, with powers and duties to be defined by the governor and council, but such powers and duties shall not control the action of the trustees of said college or be inconsistent with the provisions of chapter 220 of the acts of 1863.

Acts and Resolves, 1861, chapter 183: SECTION 1. William B. Rogers and (here follow the names of 20 other incorporators) their associates and successors are hereby made a body corporate by the name of the Massachusetts Institute of Technology, for the purpose of instituting and maintaining a society of arts, a museum of arts, and a school of industrial science, and aiding generally by suitable means the advancement, development, and practical application of science in connection with arts, agriculture, manufactures, and commerce; with all the powers and privileges, and subject to all the duties, restrictions, and liabilities set forth in the sixty-eighth chapter of the general statutes.^a

SEC. 2. Said corporation for the purposes aforesaid shall have authority to hold real and personal estate to an amount not exceeding \$300,000.

SEC. 3. One certain square of State land on the Back Bay, namely, the second square westwardly from the Public Garden, between Newbury and Boylston streets, according to the plan reported by the commissioners on the Back Bay, February 21, 1857, shall be reserved from sale forever, and kept as an open space, or for the use of such educational institutions of science and art as are herein-after provided for.

SEC. 4. If at any time within one year after the passage of this act the said institute of technology shall furnish satisfactory evidence to the governor and council that it is duly organized under the aforesaid charter, and has funds subscribed or otherwise guaranteed for the prosecution of its objects to an amount at least of \$100,000, it shall be entitled to a perpetual right to hold, occupy, and control, for the purposes hereinbefore mentioned, the westerly portion of said second square to the extent of two-thirds part thereof free of rent or charge by the Commonwealth, subject, nevertheless, to the following stipulations, namely: Persons from all parts of the Commonwealth shall be alike eligible as members of said institute or as pupils for its instruction, and its museum or conservatory of arts at all reasonable times and under reasonable regulations shall be open to the public; and within two years from the time when said land is placed at its disposal for occupation, filled and graded, said institute shall erect and complete a building suitable to its said purposes, appropriately inclose, adorn, and cultivate the open ground around said building, and shall thereafter keep said grounds and building in a sightly condition.

SEC. 8. [This and the following section were repealed, chapter 223, 1863.] The commissioners on the Back Bay are hereby instructed to reserve from sale the lots fronting on said square on Boylston, Clarendon, and Newbury streets until said societies [Massachusetts Institute of Technology and Boston Society of

^aChapter 63 of the Powers, duties, and liabilities of corporations.

Natural History] shall by inclosure and improvements put said square in a sightly and attractive condition.

SEC. 9. Upon the passage of this act the governor, with the advice and consent of the council, shall appoint three disinterested persons who shall appraise the value of all the lands specified in the third and eighth sections of this act and make a return of said appraisal to the governor and council; and if, when the lands mentioned in section 8 shall have been sold, the proceeds of such sales shall not be equal to the whole amount of the appraisal above mentioned, then the societies named in this act shall pay the amount of such deficit into the treasury of the Commonwealth for the school fund in proportion to the area granted to them, respectively.

SEC. 10. This act shall be null and void unless its provisions shall be accepted within one year by the Massachusetts Institute of Technology and the Boston Society of Natural History, as far as they apply to those societies, respectively. (Approved April 10, 1861.)

Ibid., 1863, chapter 186: SECTION 1. When the Massachusetts Institute of Technology shall have been duly organized, located, and established in conformity with the provisions of chapter 183 of 1861, and the extension of time granted in 1862 and as is hereinafter provided, there shall be appropriated and paid to its treasurer each year, on the warrant of the governor, for its endowment, support, and maintenance one-third part of the annual interest or income which may be received from the fund created under and by virtue of the act of Congress approved July 2, 1862, and the laws of this Commonwealth accepting the provisions thereof and relating to the same.

SEC. 2. Said institute of technology, in addition to the objects set forth in its act of incorporation—to wit, instituting and maintaining a society of arts and a school of industrial science, and aiding the advancement, development, and practical application of science in connection with arts, agriculture, manufactures, and commerce—shall provide for instruction in military tactics: and in consideration of this grant the governor, the chief justice of the supreme judicial court, and the secretary of the board of education, shall be each a member *ex officio* of the government of the institute.

SEC. 3. Should the said corporation, at any time, cease or fail to maintain an institute, as and for the purposes provided in its act of incorporation, and in the foregoing section, the aid granted to it by the first section of this act shall be withheld and not paid to it. The institute shall furnish to the governor and council a copy of the annual reports of its operations.

SEC. 4. This act shall be void unless the said institute of technology shall accept the same, and give due notice thereof to the secretary of the Commonwealth on or before July 1 next. (Approved April 27, 1863.)

Ibid., 1865, chapter 220: SECTION 1. The Massachusetts Institute of Technology is hereby authorized to hold real and personal estate to an amount of which the clear annual income shall be \$30,000, to be devoted exclusively to the purposes and objects set forth in its acts of incorporation and all acts in addition thereto. (Approved May 10, 1865.)

Ibid., 1873, chapter 174: SECTION 1. Perpetual right is granted to the Massachusetts Institute of Technology to hold, occupy, and control, free of rent or charge by the Commonwealth, for the uses and purposes of said institute, a parcel of land situated in that part of Boston called the Back Bay, and described as follows: A lot in the form of a trapezoid, lying at the intersection of Boylston street and Huntington avenue, bounded by said street and avenue, and on the west by abutting land, as laid down on the selling plan of the commissioners on public lands, and containing 13,194 square feet; said lot to be subject to the limitations and stipulations relative to lands of the Commonwealth on the south side of Boylston street, and to be reserved from sale forever.

SEC. 2. The right hereby granted to said institute shall be held subject to the same stipulations in relation to membership, the reception of pupils, the erection of a building, and the care of the lot, as are created and established by the several acts relating to said institute.

SEC. 3. In case said institute appropriates said lot of land to any purpose or use foreign to its legitimate objects, then the Commonwealth, after due notice given, may enter upon said lot and take possession thereof, and the right of the said institute to the use, occupation, and control of said lot shall thereupon cease. (Approved April 8, 1873.)

Ibid., 1875, chapter 195: SECTION 1. The governor and council are hereby authorized to grant to the Massachusetts Institute of Technology the right to hold,

occupy, and control such a parcel of land out of the lands of the Commonwealth, situated in that part of Boston called the Back Bay, as they shall deem a fair equivalent for the similar right with regard to the parcel of land granted to said institute by chapter 174, acts of 1873.

Ibid., 1880, Resolves, chapter 21: That the governor be, and hereby is, authorized to issue to the president of the Massachusetts Institute of Technology such arms and equipments for the use of the students of said institute as in his judgment may be so distributed without detriment to the militia service: *Provided*, The president and treasurer of said Massachusetts Institute of Technology shall give bond with sufficient sureties for the safe-keeping and return of said arms and equipments in good order and condition, reasonable use excepted, whenever the governor shall so direct. (Approved March 11, 1880.)

Ibid., 1887, Resolves, chapter 103: That there be allowed and paid out of the treasury of the Commonwealth the sum of \$100,000 to the corporation of the Massachusetts Institute of Technology in the manner following: An installment of \$50,000 on the 1st day of December in the present year and a final installment of \$50,000 on the 1st day of December in the year 1888, said sums to be applied to the purposes of the institute; and in consideration of this grant said institute shall establish and maintain 20 free scholarships, and each senatorial district in this Commonwealth shall, once in eight years, in such alternate order as the board of education shall at the time of the first appointment of said scholarships determine by lot be entitled to one scholarship for a period of four years, to be awarded to such candidates as shall be found upon examination to possess the qualifications fixed for the admission of students to said institute, and who shall be selected by the board of education, preference in the award being given to qualified candidates otherwise unable to bear the expense of tuition. In case no candidate appears from a senatorial district, then a candidate may be selected from the State at large to fill such vacancy, who may continue to hold the scholarship annually until a candidate is presented from the senatorial district unrepresented, who shall then be awarded the scholarship for the balance of the time for which said district would originally have been entitled to its benefit. In case a vacancy occurs in any senatorial district after an appointment has been made, then a candidate from the same district shall be selected for the balance of the time for which said district is entitled to its benefit, or in the event of no such candidate appearing, from the State at large, upon the conditions previously set forth: *Provided*, That said corporation shall secure, prior to the first payment above authorized, a further sum of \$100,000, in addition to the funds now held by it, and to be applied to the purposes of the said institute, and shall present satisfactory evidence thereof to the auditor of the Commonwealth. (Approved June 16, 1887.)

Ibid., 1888, Resolves, chapter 83: That there be allowed and paid out of the treasury of the Commonwealth the sum of \$100,000 to the corporation of the Massachusetts Institute of Technology, in addition to the sum authorized to be paid by chapter 103 of the resolves of 1887, to be applied to the purposes of said institute, provided, however, that this grant is made subject to and conditional upon the establishment and maintenance of the scholarships provided for by chapter 103 of the resolves of 1887, and provided further, that \$50,000 of the aforesaid sum shall be paid during the year 1889 and \$50,000 during the year 1890. (Approved May 23, 1888.)

Ibid., 1895, Resolves, chapter 70: That there shall be paid annually, for the term of six years, from the treasury of the Commonwealth to the treasurer of the Massachusetts Institute of Technology, the sum of \$25,000, to be so paid and allowed from the 1st day of January in 1896, to be expended under the direction of said corporation for the general purposes of said institute. That in addition to the amount provided for above there shall be paid annually, for the term of six years, from the treasury of the Commonwealth to the treasurer of the Massachusetts Institute of Technology, the sum of \$2,000, to be so paid and allowed from the 1st day of January, 1896, to be expended for 10 free scholarships, under the direction of the State board of education, said scholarships to be awarded only to graduates of the Massachusetts public schools. (Approved April 17, 1895.)

Ibid., 1896, chapter 310: SECTION 1. There shall be paid annually from the treasury of the Commonwealth to the treasurer of the Massachusetts Institute of Technology, from and after the 1st day of September, 1896, the sum of \$4,000.

SEC. 2. In consideration of such payment and of the grant made by chapter 103 of the resolves of 1887, the Massachusetts Institute of Technology shall maintain 40 free scholarships, of which each senatorial district in the Commonwealth shall be entitled to one, if a candidate is presented who is otherwise unable to bear the expense of tuition. In case no such candidate appears from a senatorial district, then a candidate may be selected from the State at large to fill such vacancy, who

may continue to hold the scholarship annually until a candidate is presented from the senatorial district unrepresented.

SEC. 3. The scholarships shall be awarded to such pupils of the public schools of Massachusetts as shall be found upon examination to possess the qualifications fixed for the admission of students to said institute, and who shall be selected by the board of education, preference in the award being given only to qualified candidates otherwise unable to bear the expense of tuition.

SEC. 4. So much of chapter 103 of the resolves of 1887 as relates to State scholarships, and so much of chapter 70 of the resolves of 1895 as provides an annual appropriation of \$2,000 for the maintenance of 10 free scholarships, are hereby repealed. (Approved April 27, 1896.)

Ibid., 1897, chapter 31: SECTION 1. The sum of \$20,000 is hereby appropriated to be paid out of the treasury of the Commonwealth from the ordinary revenue to the Massachusetts Institute of Technology. (Approved February 2, 1897.) Same for 1898, 1899, 1900, 1901, 1902.

Ibid., 1898, Resolves, chapter 493: SECTION 1. The State board of education may in its discretion award that any free scholarship which either the Massachusetts Institute of Technology or the Worcester Polytechnic Institute is required to maintain under the provisions, respectively, of chapters 310 and 407 of 1896, shall be divided between two pupils. The scholarships so divided shall be called half scholarships, and neither of said institutions shall require from any pupil to whom a half scholarship has been awarded payment of more than one-half of the regular charge or fee for tuition paid by pupils not holding scholarships. (Approved June 2, 1898.)

Ibid., 1901, Resolves, chapter 51: That there be paid annually for the term of ten years, from the treasury of the Commonwealth to the treasurer of the Massachusetts Institute of Technology, the sum of \$25,000, to be so paid and allowed from the 1st day of January, 1902, and to be expended under the direction of the institute for the general purposes thereof. (Approved April 4, 1901.)

MICHIGAN.

Constitution (1850), Article IV: SEC. 40. No money shall be appropriated or drawn from the treasury for the benefit of any religious sect or society, theological or religious seminary, nor shall property belonging to the State be appropriated for any such purposes.

Article XIII: SEC. 2. The proceeds from the sales of all lands that have been or hereafter may be granted by the United States to the State for educational purposes, and the proceeds of all lands or other property given by individuals or appropriated by the State for like purposes shall be and remain a perpetual fund, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant, or appropriation.

SEC. 11. The legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement; and shall, as soon as practicable, provide for the establishment of an agricultural school. The legislature may appropriate the twenty-two sections of salt spring lands now unappropriated, or the money arising from the sale of the same, where such lands have been already sold, and any land which may hereafter be granted or appropriated for such purpose, for the support and maintenance of such school, and may make the same a branch of the university for instruction in agriculture and the natural sciences connected therewith, and place the same under the supervision of the regents of the university.

[The following matter is taken from "The Compiled Laws of the State of Michigan, 1897, by Lewis M. Miller," 3 vols. and index, Lansing, 1899.]

SEC. 1834. A board is hereby constituted and established which shall be known under the name and style of the "State board of agriculture." It shall consist of six members besides the governor of the State and the president of the State Agricultural College, who shall be ex-officio members of the board. The governor, by and with the consent of the senate, on or before the third Wednesday of January of each biennial session, shall appoint two suitable persons to fill the vacancies that shall next occur, which vacancies shall be so filled that at least one-half the members shall be practical agriculturists.

SEC. 1835. The State board of agriculture shall be a body corporate, capable in law of suing and being sued, of taking, holding, and selling personal and real

estate, of contracting and being contracted with, of having and using a corporate seal, and of causing to be done all things necessary to carry out the provisions of this act.

SEC. 1836. Any vacancy in the said board caused by death, resignation, or removal from the State may be filled by a majority of the members. A majority shall be a quorum for the transaction of business. The members of the board shall receive no per diem compensation for their services, but shall be paid their traveling and other expenses while employed on the business of the board.

SEC. 1837. They shall meet quarterly at stated times at the State Agricultural College, and may meet at such other times and places as they may determine.

SEC. 1838. At their first meeting the members shall choose one of their number as president of their own board.

SEC. 1839. At their first meeting, or as soon after as a competent and suitable person can be obtained, they shall choose a secretary of the board. If chosen from their own number, a vacancy shall be thus created in the board. A treasurer shall also be chosen, at their first meeting, who may or may not be from the members of their board, as they shall determine. They shall take such bonds from the secretary and treasurer as shall be deemed adequate to secure the faithful performance of their duties by those respective officers. The secretary and treasurer shall be chosen biennially and shall hold their offices for two years from the last Wednesday of February, or till their successors are chosen.

SEC. 1840. The board shall direct the disposition of any moneys appropriated to the State Agricultural College.

SEC. 1841. The secretary of the board shall reside at or near the agricultural college, and keep his office at the city of Lansing in the State buildings, or at the institution, as the board shall direct. It shall be his duty to keep a record of the transactions of the State board of agriculture and of the State Agricultural College and farms, which shall be open at all times to the inspection of any citizens of this State. He shall also have the custody of all books, papers, documents, and other property which may be deposited in his office. [Here follows a long enumeration of duties not strictly appertaining to the agricultural college but rather to the agricultural and horticultural interests of the State.]

SEC. 1843. The secretary shall receive as a compensation for his services a salary of \$1,000 per annum, to be paid quarterly from the State treasury, in the same manner as is provided by law for the payment of the salaries of State officers.

SEC. 1844. The State agricultural school, established by an act, No. 130, 1855, in obedience to section 11, article 13, of the constitution, shall be known by the name and style of "The State Agricultural College." The design of the institution, in fulfillment of the injunction of the constitution, is to afford thorough instruction in agriculture and the natural sciences connected therewith. To effect that object most completely the institution shall combine physical with intellectual education and shall be a high seminary of learning in which the graduate of the common school can commence, pursue, and finish a course of study terminating in thorough theoretic and practical instruction in those sciences and arts which bear directly upon agriculture and kindred industrial pursuits.

SEC. 1845. [Amended by act No. 202, 1901, q. v.] No student shall be admitted to the institution who is not fifteen years of age and who does not pass a satisfactory examination in arithmetic, geography, grammar, reading, spelling, and penmanship.

SEC. 1846. The course of instruction shall embrace the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed, technology, political, rural, and household economy, horticulture, moral philosophy, history, bookkeeping, and especially the application of science and the mechanic arts to practical agriculture in the field.

SEC. 1847. A full course of study in the institution shall embrace not less than four years. The State board of agriculture may institute winter courses of lectures for others than students of the institution under necessary rules and regulations.

SEC. 1848. The academical year shall consist of not less than nine calendar months. This academical year may be divided into such terms by the State board of agriculture as, in their judgment, will best secure the objects for which the college was founded. The board may at any time temporarily suspend the college in case of fire, the prevalence of fatal diseases, or of other unforeseen calamity.

SEC. 1849. Three hours of each day shall be devoted by every student of the college to labor upon the farm, and no person shall be exempt except for physical disability. By a vote of the board of agriculture, at such seasons and in such exi-

gencies as demand it, the hours of labor may be increased to four hours or diminished to two and one-half hours.

SEC. 1850. The State board of agriculture shall be vested with discretion to charge tuition or not, as they may deem most conducive to the interests of the institution, unless acts of the legislature making appropriations shall otherwise direct. The board may make discriminations in regard to tuition between students from this State and from other States. One-third of the tuition charged for the academic term shall be paid in advance and shall be forfeited in case the student abandons the institution.

SEC. 1851. The State board of agriculture shall have the general control and supervision of the State Agricultural College, the farm pertaining thereto, and the lands which may be vested in the college by State legislation; of all appropriations made by the State for the support of the same, and also the management of any lands that may hereafter be donated by the General Government to this State in trust for the promotion of agriculture and industrial pursuits. The board shall have plenary power to adopt all such ordinances, by-laws, and regulations not in conflict with this act, as they may deem necessary to secure the successful operation of the college and promote its designed objects.

SEC. 1852. It shall be the duty of the State board of agriculture to choose a president of the State Agricultural College before the commencement of the next term of the institution; they shall then proceed to choose such professors, tutors, and employees as the necessities of the institution demand. In case of vacancy in the office of president, or in case a suitable man can not be selected, the president of the State board of agriculture or such member of the board as shall be designated by them shall be president pro tem. of the college, who shall receive such compensation for his services as the board shall determine.

SEC. 1853. The board shall fix the salaries of the president, professors, and other employees, and prescribe their respective duties. The board may remove the president or subordinate officers and supply all vacancies.

SEC. 1854. The board shall have power to regulate the course of instruction and prescribe, with the advice of the faculty, the books to be used in the institution, and also to confer for similar or equal attainments similar degrees or testimonials to those conferred by the University of Michigan.

SEC. 1855 [as amended by laws, 1901, No. 203]. The president, professors, farm manager, and tutors shall constitute the faculty of the State Agricultural College. The president of the college shall be the president of the faculty, and the faculty shall select one of their own number to act as secretary of the faculty.

SEC. 1856. The faculty shall pass all needful rules and regulations necessary to the government and discipline of the college, regulating the routine of labor, study, meals, and the duties and exercises, and all such rules and regulations as are necessary to the preservation of morals, decorum, and health.

SEC. 1857. The faculty shall have charge of the laboratories, library, and museums of the institution.

SEC. 1858. The faculty shall make an annual report by the first Wednesday of December of each year to the State board of agriculture, signed by the president and secretary, containing such information and recommendations as the welfare of the institution in their opinion demands. Any members of the faculty may make a minority report if they disagree with the conclusions of the majority, which the faculty shall communicate to the board. No communication at any other time, from members of the faculty, shall be entertained by the board, unless they have been submitted to a meeting of the faculty and sanctioned by a majority.

SEC. 1859. The president shall be the chief executive officer of the State Agricultural College, and it shall be his duty to see that the rules and regulations of the State board of agriculture and the rules and regulations of the faculty be observed and executed.

SEC. 1860. The subordinate officers and employees not members of the faculty shall be under the direction of the president, and, in the recess of the board, removable at his discretion, and he may supply vacancies that may be thus or otherwise created; his action in these respects shall be submitted to the approval of the State board of agriculture at their next meeting.

SEC. 1861. The president may or may not perform the duties of a professor, as the State board of agriculture shall determine. If he performs the duties of a professor, or in case the duties of president are exercised by a president pro tem., a superintendent of the farm may be appointed, who shall have the general superintendence of the business pertaining to the farm, the land, and other property of the institution and who shall be a member of the faculty.

SEC. 1862. The president and secretary, together with the superintendent of the farm, if there be one, and in case there is not one, then one of the professors, to

be elected by the faculty, shall constitute a committee to fix the rate of wages allowed to students and rate of board. In assessing the board, it shall be so estimated that no profit shall be saved to the institution and as near as possible at the actual cost. The rate of wages allowed and the rate of charge for board shall, if practicable, be submitted to the State board of agriculture before they take effect.

SEC. 1863. For current expenditures at the State Agricultural College specific sums shall be set aside, in the hands of their treasurer, by the State board of agriculture, which shall be subject to the warrants of the president of the college, countersigned by the secretary of the board. All moneys due to the institution or received in its behalf shall be collected and received by the secretary and deposited by him with the treasurer of the State board of agriculture. The secretary shall, with his annual report, render a full and complete account of all moneys received and all warrants drawn on the treasurer, as secretary of the college, and shall file and preserve all vouchers, receipts, correspondence, or other papers relating thereto.

SEC. 1864. The superintendents of the farm, horticultural, and other departments, the curators of the museums, and each of the professors, shall make a written and detailed report of the workings of their several departments annually to the president of the college, which said reports shall be kept on file in the office of the secretary of the State board of agriculture. Agricultural operations on the farm shall be carried on experimentally. Careful experiments shall be made annually in field crops, in keeping, feeding, and fattening stock, and the preparation and application of barnyard and commercial manures, and a detailed account of them shall be published in the annual reports of the board. The college shall serve also as an experimental station, making trial from time to time of new varieties of fruits, grains, and vegetables. The reports shall contain an account of the management of all the several fields, pastures, orchards, and gardens of the college, as designated by permanent names or numbers, and shall give an account of the preparation and enriching of the land, the planting, cultivation, harvesting, and yield of the crops and disposition of the same; the management of the stock, with a careful comparison of the cost of keeping, growth, and profit of the several breeds kept on the farm; also an account of the students' labor, specifying the amount used in each of the several departments of the college, with other details, in such a way that the reports as issued from year to year shall contain a continuous history of the college, farm, and garden: *Provided*, That the State board of agriculture shall deem the same practicable or advisable.

SEC. 1865. All the swamp lands granted to the State of Michigan by act of Congress approved September 28, 1850, situate in the townships of Lansing and Meridian, in the county of Ingham, and Dewitt and Bath, in the county of Clinton, of which no sale has been made, or for which no certificates of sale have been issued by the commissioner of the land office, are hereby granted and vested in the State board of agriculture and placed in the possession of the State Agricultural College for the exclusive use and benefit of the institution, subject only to the provisions relating to drainage and reclamation of the act of Congress donating the same to the State.

SEC. 1866. The State board of agriculture shall have authority to sell and dispose of any portions of the swamp lands mentioned in the preceding section of this act and use the same, or the proceeds thereof, for the purpose of draining, fencing, or in any manner improving such other portions of said lands as it may be deemed advisable to bring under a high state of cultivation for the promotion of the objects of the State Agricultural College. The terms and the conditions of the sale of the portions of the above-described lands thus disposed of shall be prescribed by the State board of agriculture, and deeds of the same, executed and acknowledged in their official capacity by the president and secretary of the State board of agriculture, shall be good and valid in law.

SEC. 1867. David Carpenter [and 5 other persons] are hereby constituted and appointed the first State board of agriculture. At their first meeting, which the governor of the State is hereby authorized and directed to call at as early a day as practicable, they shall determine by lot their several periods of service. 2 of whom shall serve for two years, 2 of whom shall serve for four years, and 2 of whom shall serve for six years, respectively, from the third Wednesday of January last past, when they are superseded by appointments in accordance with the provisions of section 1834, or until their successors are chosen.

SEC. 1868. That the State board of agriculture be, and they are hereby, authorized to provide from time to time in bulletin form, for the dissemination among the people of this State and through the medium of the public press, the results of experiments made in any of the different departments of the agricultural college

and such other information that they may deem of sufficient importance to require it to come to the immediate knowledge of the farmers and horticulturists of the State.

SEC. 1869. The several professors of chemistry, zoology, botany, agriculture, horticulture, and veterinary science shall each, at least twice in each year, not excluding the president and other professors, prepare for publication an article embracing such facts as they may deem of public importance, a copy of which shall be simultaneously sent to each and every newspaper published in the State, and to such persons as the State board of agriculture may think proper; said professors to so arrange that at least one of said articles shall be sent out, as above provided, the first week of each and every month in each and every year.

SEC. 1870. The board of State auditors shall, upon the approval of the State board of agriculture, audit the accounts for printing, stationery, and postage incurred in the publishing and disseminating of said bulletins, and the same shall be paid out of the general fund: *Provided*, That no account for printing the same in any newspaper shall be allowed.

SEC. 1871. The legislative assent required by section 9 of act of Congress approved March 2, 1887, being an act "to establish agricultural experiment stations," is hereby given, and the moneys thereby given are accepted under the conditions and terms in said act named.

SEC. 1872. The moneys derived by authority of said act shall be exclusively used in support of the department designated as "an agricultural experiment station" in connection with the State Agricultural College of Michigan.

SEC. 1873. The legislative assent required by section 2 of act of Congress approved August 30, 1890, is hereby given, and the moneys thereby given are accepted under the conditions and terms in said act named.

SEC. 1874. The moneys derived by authority of said act shall be used exclusively in support of the State Agricultural College of Michigan.

SEC. 1875. In addition to the course of instruction already provided for by law for the agricultural college of this State, there shall be added military tactics and military engineering.

SEC. 1876. The State board of agriculture are hereby authorized and required to make such additional rules and regulations for the government and control of the agricultural college as may be necessary to carry into effect the provisions of section 1875.

SEC. 1877. The State board of agriculture shall, by and with the advice and consent of the governor, the adjutant-general, and quartermaster-general, procure, at the expense of the State, all such arms, accoutrements, books, and instruments, and appoint such additional professors and instructors as, in their discretion, may be necessary to carry into effect the provisions of this act: *Provided*, That nothing in this act shall be construed to authorize the incurring of any indebtedness against the State, or the expenditure of money beyond the appropriations made to the agricultural college. [By act No. 165 of 1883 the quartermaster-general is "authorized, with the advice and consent of the military board, to deposit with the State board of agriculture, at the agricultural college, arms and accoutrements for the use of said college."]

SEC. 1878. The State board of agriculture is hereby authorized to hold institutes and to maintain courses of reading and lectures for the instruction of citizens of this State in the various branches of agriculture and kindred sciences. The said board shall formulate such rules and regulations as it shall deem proper to carry on the work contemplated in this act, and may employ an agent or agents to perform such duties in connection therewith as it shall deem best.

SEC. 1879. When 20 or more persons, residents of any county in this State, organize themselves into a society to be called "The ——— County Farmers' Institute Society," for the purpose of teaching better methods of farming, stock raising, fruit culture, and all the branches of business connected with the industry of agriculture, and adopt a constitution and by-laws agreeable to rules and regulations furnished by the State board of agriculture, and when such society shall have elected such proper officers and performed such other acts as may be required by the rules of said board, such society shall be deemed an institute society in the meaning of this act: *Provided*, That not more than one such institute society in any county shall be authorized by this act: *And provided further*, That any existing organization approved by the board of agriculture shall be considered a legally organized institute society under the terms of this act.

SEC. 1880. In each county where an institute society shall be organized and maintained under the provisions of this act the State board of agriculture shall hold one annual institute at such place in the county and at such time as said board may deem expedient and shall furnish for the institute a lecturer or lecturers with

all expenses paid. The county institute society shall provide a suitable hall for the institute, furnish fuel and lights, and pay other local expenses, and shall provide speakers who shall occupy one-half the time of the institute that is given to set addresses: *Provided*, That upon the request of any institute society which desires to conduct its own institute and to employ lecturers from outside of the county in lieu of lecturers sent by the State board of agriculture, the said board may, in its discretion, grant to the society from the institute fund money not to exceed \$25, said money to be expended by the society entirely in payment of services and expenses of said lecturers.

SEC. 1881. The State board of agriculture is further authorized to hold a number of one-day institutes in such counties as it may deem expedient. Also, if the funds appropriated by this act permit, the same board may hold a number of four-day institutes at such places and times as said board may determine, at which the primary object shall be to furnish a school of instruction in practical agriculture and kindred sciences.

SEC. 1882. The State board of agriculture shall maintain the course of reading known as "The Farm Home Reading Circle," and may expend from the moneys appropriated by this act a sum not to exceed \$200 for each of the two years for which the appropriation is made for the maintenance and extension of said course.

SEC. 1441. The money received from the sale of said lands [granted by act of Congress of July 2, 1862] shall be paid into the State treasury and shall be placed in the general fund, but the amount thereof shall be placed to the credit of the agricultural college fund upon the books of the auditor-general, and the annual interest thereon, computed at 7 per cent, shall be regularly applied under the direction of the State board of agriculture to the support and maintenance of the State Agricultural College, where the leading object shall be—without excluding other scientific and classical studies, and including military tactics—to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 1442. The State board of agriculture shall, from time to time, in their discretion, as they may deem necessary to protect the best interests of the State, cause the lands under their care to be examined and their value and condition ascertained. To this end they may appoint one or more agents, who shall make careful, personal examination of the lands which they are appointed to examine and report fully as to their character, value, and condition at the time of such examination, and in case any of said lands have been trespassed upon and their value deteriorated thereby, the agent examining such lands shall carefully estimate and report the amount and character of timber probably cut and removed, the date of the cutting, and, if possible, by whom or for whom the cutting was done. Upon receiving such reports of examination, the State board of agriculture shall consider them, and if, in the opinion of the board, the best interests of the State would be promoted by changing the price or terms of sale of any or of all the lands concerned, the said board may alter by reducing or advancing the price per acre or the conditions of payment: *Provided*, That not less than 25 per cent of the purchase money shall be paid at the time of purchase. And when the price and terms are so fixed the said board shall fix the time when the change, if any be made, will take effect, and cause the same to be published.

SEC. 1443. The said State board of agriculture shall certify from time to time to the auditor-general the amounts required for the services and expenses of examining agents, and for such other expenses as may be necessary for the proper care and disposition of said lands, and the auditor-general shall draw his warrant upon the State treasurer for the amounts thus certified, and the State treasurer shall pay the same out of the general fund. All contracts and certificates of said board shall be signed by the chairman and countersigned by the secretary of the State board of agriculture.

SEC. 1444. In the sale of lands the principal value of which consists in the timber the commissioner of the State land office shall require the payment of the entire amount of purchase money at the time of purchase, or such portion of the same above one-fourth as he may deem for the best interest of the State.

SEC. 4791. The superintendent of public instruction shall prepare for district schools a course of study, comprising the branches now required for third-grade certificates, which shall be known and designated "the agricultural college course," and upon the satisfactory completion of this course of study, as evidenced by a diploma or certificate, duly signed by the county commissioner of schools, pupils shall be admitted to the freshman class of the agricultural college without further examination. It shall be the duty of the secretary of the agricultural college each year to send to each rural school district in the State a

college catalogue, and upon application to furnish to such schools such other information as may be desired relative to said college. Such catalogue and other information shall be kept in each school for reference.

SEC. 1522. It shall be the duty of said board to cause ample materials to be collected for the illustration of every department of the geology and mineralogy of the State, and to label, arrange, and prepare the same for exhibition in suitable cases in the museums of the State university, agricultural college, and State normal school, and in each of the incorporated colleges of the State, and in a room in connection with the State library.

Public Acts, 1899, No. 108: Appropriates for 1900 and 1901, \$132,000 for buildings, equipment, repairs, and students' labor.

Ibid., 1899, No. 250: Any five or more persons of full age residing in the State of Michigan may associate and incorporate themselves together for the purpose of establishing loan-funds for the benefit of scholars and students of this State, to assist them to attend the University of Michigan, the Michigan State Agricultural College, etc. [Approved June 15, 1899.]

Ibid., 1901, No. 144: SECTION 1. The township board of any township, not having within its limits an incorporated village or city, upon the petition of not less than one-third of the taxpayers of such township for the establishment of a rural high school, shall submit such question to a vote of the qualified electors of said township at a special election called for that purpose within sixty days from date of receipt of said petition.

SEC. 3. If more votes are cast in favor of such high school than against it at such election, the qualified electors of said township shall elect at their next annual election of township officers a board of trustees of three members. * * * The township clerk shall be ex officio member and the clerk of the board, and the township treasurer shall be ex officio member and treasurer of the board, with the same power as other members of the board.

SEC. 4. * * * The board shall have power * * * (g) to provide a course of study which shall be approved by the superintendent of public instruction and the president of the Michigan Agricultural College, and shall not consist of more than four years' work. Said course of study may include instruction in manual training, domestic science, nature study, and the elements of agriculture. [Approved May 21, 1901.]

Ibid., 1901, No. 232: There shall be assessed in the year 1901 and each year thereafter, upon the taxable property of the State as fixed by the State board of equalization in the year 1901 and each five years thereafter, for the use and maintenance of the Michigan Agricultural College, the Upper Peninsula Experiment Station, and such other experiment stations as have been established, the sum of one-tenth of a mill on each dollar of said taxable property, provided that not more than \$100,000 shall be assessed in any one year. The State board of agriculture shall make an annual report to the governor of the State of all the receipts and expenditures of the Michigan Agricultural College, the Upper Peninsula Experiment Station, and such other experiment stations as have been established.

SEC. 2. Any amount standing to the credit of the college in the agricultural college interest fund, June 30, 1901, may, in the discretion of the Michigan State board of agriculture, be used for building or other extraordinary expenses, and any amount raised by this act in excess of the amount needed for current expenses during any fiscal year may be used for building and other extraordinary purposes in the discretion of the said board: *Provided*, That no building or other extraordinary outlay shall be commenced until the accumulation under this act is sufficient to complete the building or other extraordinary undertaking: *Provided*, That the Michigan State board of agriculture shall maintain at all times a sufficient corps of instructors in all the courses of study of the agricultural college, the same being known as the agricultural department, the mechanical department, and the woman's department; shall support and maintain the Upper Peninsula Experiment Station and such other experiment stations as have been established, including the printing and binding of all bulletins as at present provided by law, and shall make a fair and equitable division of the funds provided by this act in accord with the wants and needs of said courses of study and said experiment station as they shall become apparent. Should the State board of agriculture fail at any time to maintain any of said departments as herein provided, the terms of this act shall be suspended until further action by the legislature.

SEC. 3. The State board of agriculture is hereby authorized to hold institutes and to establish and maintain courses of reading and lectures for instruction in the various branches of agriculture, mechanic arts, domestic economy, and the related sciences, which courses of reading, instruction, and lectures shall be con-

ducted, governed, and controlled by act No. 137 of 1899, providing for the same: *Provided*, That not less than \$7,500 shall be expended annually for the purposes provided in said act; but the number of one-day institutes shall be determined by said State board of agriculture.

SEC. 4. The appropriation made by the provisions of this act shall be paid out of the general fund in the State treasury to the treasurer of the Michigan State board of agriculture at such times and in such amounts as the general accounting laws of the State prescribe, and the disbursing officer shall render his accounts to the auditor-general thereunder.

SEC. 5. Whenever the Michigan State board of agriculture contemplates expending any portion of the surplus accumulated under this act for any building or any system of sewerage, ventilation, or heating, plans shall be submitted to the State board of corrections and charities, as required by section 2229, Compiled Laws of 1897. But whenever the surplus is used for any other special purpose the board shall certify to the auditor-general the purpose and amount set aside for the same. [Approved June 6, 1901.]

MINNESOTA.

Constitution, Article VIII: SEC. 2. * * * The principal of all funds derived from sales of swamp lands, as aforesaid, shall forever be preserved inviolate and undiminished. One-half of the proceeds of said principal shall be appropriated to the common school fund of the State. The remaining one-half shall be appropriated to the educational and charitable institutions of the State in the relative rates of cost to support said institutions. (Added November 8, 1881.)

SEC. 3. But in no case shall the moneys derived as aforesaid, or any portion thereof, or any public moneys or property, be appropriated or used for the support of schools wherein the distinctive doctrines, creeds, tenets of any particular Christian or other religious sect are promulgated or taught. (Adopted November 6, 1877.)

SEC. 4. The location of the University of Minnesota, as established by existing laws, is hereby confirmed, and said institution is hereby declared to be the University of the State of Minnesota. All the rights, immunities, franchises, and endowments heretofore granted or conferred are hereby perpetuated unto the said university, and all lands which may be granted hereafter by Congress or other donations for said university purposes shall vest in the institution referred to in this section.

[The following matter is taken from "The general statutes of the State of Minnesota, as amended by subsequent legislation, with which are incorporated all general laws of the State, in force December 31, 1894, compiled and edited by Henry B. Wenzell," 2 vols., St. Paul, 1894.]

SEC. 4020. The State of Minnesota hereby accepts the grants of money made to it by an act of the Congress of the United States approved August 30, 1890, and assents to the purpose of said grants as in said act set forth.

SEC. 4021. All lands donated to the State of Minnesota for the purpose of providing colleges for the benefit of agriculture and the mechanic arts under the act of Congress approved July 2, 1862, shall be appraised and sold, and the moneys arising therefrom shall be invested in the same manner as is provided by law for the appraisement and sale and investing the moneys of school lands under the provisions of the foregoing title, except that there shall be written on the bonds, "Bonds of the agricultural college of Minnesota, transferable only upon the order of the governor:" *Provided*, That no such lands shall be sold for a less sum than \$5 per acre, nor for less than the appraised value thereof: *Provided*, That all the provisions of law relating to the taxation of school lands and the rights of purchasers at any forfeited tax sale of such lands, as provided by law, shall apply to all sales of lands made under the provisions of this title.

SEC. 4022. All moneys derived from the sale of the lands aforesaid shall be invested in stocks of the United States or of this State yielding not less than 4½ per cent upon the par value of said stock, and the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, and the interest of which shall be inviolably appropriated to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as may hereafter be prescribed, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 4023. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon shall by any action or contingency be lost it shall be replaced by the State, so that the capital of the fund shall forever remain undiminished, and the annual interest shall be regularly applied without diminution to the purposes mentioned in the preceding section, except that a sum not exceeding 10 per centum upon the amount received may be expended for the purchase of lands for sites or experimental farms whenever authorized by the legislature.

SEC. 4024. No portion of such fund nor the interest thereon shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building.

SEC. 4025. The purchase of $4\frac{1}{2}$ per cent bonds heretofore made with the proceeds of sales of agricultural college lands is hereby legalized.

SEC. 4026. All lands donated to the State of Minnesota by the United States by act of Congress entitled "An act donating to the States of Minnesota and Oregon certain lands reserved by Congress for the Territories of Minnesota and Oregon for university purposes," approved March 2, 1861, and an act of Congress entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," approved July 2, 1862, and any part or portion of such lands, upon the written request of the board of regents of the University of Minnesota to the commissioner of the State land office, shall be appraised and sold, and the minimum price thereof shall be the same, and permits for the cutting of timber thereon, and upon any part of the same, shall be granted, and the minimum price of such timber be fixed, and the right to cut grass and gather cranberries and make maple sugar thereon, or upon any part of the same, shall be sold, and all moneys arising therefrom, except as hereinafter provided, shall be invested and a full record thereof shall be kept, and a report thereof shall be made annually to the legislature, and all trespassers upon said lands, or any of the same, shall be prosecuted, by the same officer or officers, respectively, and in the same manner in every respect as is now provided by law respecting school lands; except that there shall be written on the bonds purchased "Bonds of the University of Minnesota, transferable only upon the order of the governor;" and such officers, respectively, shall have the same powers and perform the same duties as are provided by law respecting such school lands. And the proceeds of the sale of such lands above mentioned, when so invested, shall constitute a permanent fund, and the same shall be called the university fund; and there shall be and is hereby inviolably appropriated and placed at the disposal of the board of regents of the University of Minnesota, to be drawn from the State treasury in the same manner as the interest and increase of the fund derived from the sales of lands granted to the State of Minnesota by act of Congress approved July 2, 1862, as now provided by law, all of the interest and increase of such university fund; and also all the proceeds of the sales of such timber and grass.

SEC. 4027. Nothing in this act contained shall in any way modify or affect the powers conferred by or the provisions of an act to reorganize and provide for the government and regulation of the University of Minnesota, and to establish an agricultural college therein, approved February 19, 1868.

SEC. 3902. The object of the University of Minnesota, established by the constitution, at or near the Falls of St. Anthony, shall be to provide the means of acquiring a thorough knowledge of the various branches of literature, science and the arts, and such branches of learning as are related to agriculture and the mechanic arts, including military tactics and other scientific and classical studies.

SEC. 3903. There shall be established in the University of Minnesota five or more colleges or departments—that is to say, a department of elementary instruction; a college of science, literature, and the arts; a college of agriculture, including military tactics; a college of the mechanic arts; a college or department of law, and also a college or department of medicine. The department of elementary instruction may be dispensed with at such rate and in such wise as may seem just and proper to the board of regents.

SEC. 3904 [as amended by General Laws, 1895, chap. 15]. The government of the university shall be vested in a board of 13 regents, of which the governor of the State, the State superintendent of public instruction, the president of the university, and the honorable John Sargent Pillsbury, for and during his good pleasure as an honorary member, having the same power as any other member, shall be members ex officio, and the nine remaining members thereof shall be appointed by the governor, by and with the advice and consent of the senate. Whenever a vacancy therein occurs for any cause the same shall be filled for the unexpired term in the same manner. After the expiration of the term of the members of the

present board of regents, their successors shall be appointed in like manner, and shall hold their office for the full term of six years from the first Wednesday of March succeeding their appointments and until their successors are appointed and qualified. The president of the university shall be ex officio the corresponding secretary of the board of regents.

SEC. 3905. The regents of the university shall constitute a body corporate under the name and style of "University of Minnesota," and by that name may sue and be sued, contract and be contracted with, make and use a common seal, and alter the same at pleasure. A majority of voting members shall constitute a quorum for the transaction of business, and a less number may adjourn from time to time.

SEC. 3906. The board of regents shall elect from the members of the board a president of the board. They shall also elect a recording secretary and a treasurer who may or may not be members of the board. All of said officers shall hold their respective offices during the pleasure of the board, and the president and treasurer each shall, before entering upon the duties of his office, execute a bond in the penal sum of \$50,000, with at least two sufficient sureties, to the State of Minnesota, to be approved by the governor, conditioned for the faithful and honest performance of the duties of his office according to law, which bonds when so approved shall be filed in the office of the secretary of state.

SEC. 3907. The board of regents shall have power, and it shall be their duty, to enact by-laws for the government of the University of Minnesota in all its departments, to elect a president of the University, and in their discretion a vice-president and the requisite number of professors, instructors, officers, and employees, and to fix their salaries, also the term of office of each; and to determine the moral and educational qualifications of applicants for admission; and in the appointment of professors, instructors, and other officers and assistants of the university, and in prescribing the studies and exercises thereof, and in all the management and government thereof no partiality or preference shall be shown to one sect or religious denomination over another, nor shall anything sectarian be taught therein; and the board of regents shall have power to regulate the course of instruction and prescribe the books and authorities to be used, and also to confer such degrees and grant such diplomas as are usual in universities in their discretion. It shall be the duty of the recording secretary to record all the proceedings of the board and carefully preserve all its books and papers, and before entering upon the duties of his office he shall take and subscribe an oath to perform his duties honestly and faithfully as such officer. It shall be the duty of the treasurer to keep an exact and faithful account of all moneys, bills receivable, and evidences of indebtedness, and all securities and property received or paid out by him, and before entering upon his duties he shall take and subscribe an oath that he will well and faithfully perform the duties of treasurer thereof. It shall be the duty of the president to preside at the meetings of the board, and in case of his inability to preside the board may appoint a president pro tempore.

SEC. 3908. There is hereby established a professorship of Scandinavian language and literature in the State university, with the same salary as is paid in said university to other professors of the same grade.

SEC. 3909. It shall be the duty of the board of regents of the State university, as soon as practicable after the passage of this act, to appoint to said professorship [of Scandinavian language] some person learned in the Scandinavian language and literature and at the same time skilled in and capable of teaching the dead languages so called.

SEC. 3910. In addition to all the rights, immunities, franchises, and endowments heretofore granted or conferred to or upon the University of Minnesota, for the endowment, support, and maintenance thereof, there shall be, and is hereby, inviolably appropriated and placed at the disposal of the board of regents thereof, to be drawn from the State treasury upon the order of the president and payable to the order of the treasurer of the board, all the interest and income of the fund to be derived from the sales of all the lands granted and to be granted to the State of Minnesota by virtue of an act of Congress approved July 2, 1862, and also all such gifts, grants, and contributions to the endowment thereof as may be derived from any and all sources.

SEC. 3911. The first meeting of the board of regents under the provisions of this act shall be holden at the university building on the first Wednesday of March, 1868, at which meeting the officers of the board shall be elected, and the annual meetings of the board shall be holden on the second Tuesday of December in each and every year thereafter. Special meetings of the board shall be called and holden at such times and in such manner as the board of regents shall determine.

SEC. 3912. [As amended by laws 1897, chap. 102.] Any person or persons contributing a sum of not less than \$50,000 shall have the privilege of endowing a

professorship in the university, the name and object of which shall be designated by the board of regents.

SEC. 3913. The said board of regents shall succeed to and have control of the books, records, buildings, and all other property of the university, and the present board of regents [cf. sec. 10, Gen. Stat., 1878] shall be dissolved immediately upon the organization of the board herein provided for: *Provided*, That all contracts made and at that time binding upon the board then [in 1878] dissolved shall be assumed and discharged by their successors in office.

SEC. 3914. It shall be the duty of the board of regents herein provided for to make arrangements for securing suitable lands, pursuant to the act of Congress above mentioned, in the vicinity of the university for an experimental farm, and as soon as may be thereafter to make such improvements thereon as will render the same available for experimental purposes in connection with the course in the agricultural college, and for such purpose the board of regents is hereby authorized to expend a sum not exceeding the amount specified in the act of Congress aforesaid.

SEC. 3915. It shall be the duty of the board of regents of the University of Minnesota, as soon as practicable after the passage of this act, to establish at said university an agricultural experiment station for the purpose of promoting agriculture in its various branches by scientific investigation and experiment, which station shall be under the control and supervision of the said board of regents.

SEC. 3916. The State of Minnesota does hereby assent to the grants of money authorized by an act of the Congress of the United States entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several States."

SEC. 3917. An experimental station is hereby established on the State school farm at Owatonna, in this State, for the purpose of producing new and valuable varieties of fruit trees, thoroughly testing promising varieties we now have, and securing reliable reports in regard to fruit, forest, and ornamental trees best adapted to the State.

SEC. 3918. The said station shall be under the general supervision of the board of regents of the State university, who shall, with the advice of the president and secretary of the State horticultural society, appoint a superintendent, who shall report to the board of regents as they may direct, and who shall report to the State horticultural society in person at each annual winter meeting thereof.

SEC. 3919. All products of said station shall be the exclusive property of the State, and all surplus shall be disposed of as the board of regents may direct.

SEC. 3920. The board of regents is hereby authorized to set apart and appropriate from any fund at their disposal, for such purposes, such sum as they may deem advisable, not exceeding \$1,000 per annum, for the total expense of said station.

SEC. 3921. On or before the second Tuesday of December in each and every year the board of regents, through their president, shall make a report to the governor, showing in detail the progress and condition of the university during the previous university year, the wants of the institution in all its various departments, the nature, cost, and results of all improvements, experiments and investigations, the number of professors and students, the amounts of money received and disbursed, and such other matter, including industrial and economical statistics, as they may deem important or useful. One copy of the said report shall be transmitted to each of the other colleges which shall be endowed under the provisions of said act of Congress, and one copy to the Secretary of the Interior.

SEC. 3922. The president of the university shall be the president of the general faculty, and of the special faculties of the several departments or colleges, and the executive head of the institution in all its departments. As such officer he shall have authority, subject to the board of regents, to give general directions to the practical affairs and scientific investigations of the university, and, in the recess of the board of regents, to remove any employee or subordinate officer not a member of the faculty, and supply for the time being any vacancies thus created. He shall perform the customary duties of a corresponding secretary, and may be charged with the duties of one of the professorships. He shall make to the superintendent of public instruction, on or before the second Tuesday in December in each and every year a report showing in detail the progress and condition of the university during the previous university year, the number of professors and students in the several departments, and such other matters relating to the proper educational work of the institution as he shall deem useful. It shall also be the duty of the president of the university to make to the board of regents, on or before the second Tuesday in December of each and every year a report showing in detail the progress and condition of the university during the previous university year, the nature and results of all important experiments and

investigations and such other matters, including economical and industrial facts and statistics, as he shall deem useful.

SEC. 3923. It shall be unlawful for any person to sell or dispose of any spirituous, vinous, or malt liquors within a distance of 1 mile of the main building of the University of Minnesota, as now located in the city of Minneapolis: *Provided*, That the provisions of this section shall not apply to that part of the city of Minneapolis lying on the west side of the Mississippi River.

SEC. 3924. Any person violating the provisions of the foregoing section shall, upon conviction, be fined not less than \$50 nor more than \$100 for every such offense, or shall be imprisoned in the county jail of the county of Hennepin for a period of not less than two nor more than twelve months.

SEC. 3925. There is hereby annually appropriated to the University of Minnesota, from any money in the State treasury not otherwise appropriated, belonging to the fund for the support of State institutions, the sum of \$31,000; \$19,000 thereof to be used to aid in the support of said university and \$12,000 to be applied to the reimbursement of the permanent university fund for moneys heretofore used for the support of said university arising from the sale of stumpage on university lands. All moneys hereby appropriated shall be drawn upon orders of the board of regents of the university, and the State auditor is hereby authorized to draw warrants on the State treasury on the presentation of such orders.

SEC. 3926. The sum of \$50,000, or so much thereof as may be necessary, is hereby appropriated, in addition to the income of the permanent university fund, from the general revenue fund for the support of the State university for the fiscal year ending July 31, 1888, and annually thereafter.

SEC. 3927. From and after the expiration of the fiscal year ending July 31, 1894, the annual appropriations for the support of the university, made in section 3926 above, and an appropriation "for additional allowance for the general expenses for the support of the State university, \$25,000" annually after the year 1889, shall cease and determine: *Provided*, That whenever the amount in the fund for the maintenance of the University of Minnesota raised under the provisions of this act shall be over the sum of \$125,000 in any one year the amount over said sum shall be passed to the revenue fund of the State.

SEC. 3928. It shall be the duty of the board of regents of the University of Minnesota to cause to be begun, as soon as may be practicable, and to carry on a thorough geological and natural history survey of the State.

SEC. 3929. It shall be the duty of the State geologist to report at once to the board of regents all discoveries, either of economic or scientific interest to the State, that may be made by such testing and exploration; such report shall be published by the board of regents in the same manner as now provided for the publication of the annual reports of the geological and natural history survey of the State, and shall be paid out of the same funds: *Provided*, That any important mineral discoveries or other scientific contributions to the geological and natural history survey that the said State geologist may deem necessary for immediate publication shall not be suppressed until the regular report of the board of regents, but shall be issued from time to time under the direction of said State geologist.

SEC. 3930. The said board of regents shall also cause to be collected and tabulated such meteorological statistics as may be needed to account for the varieties of climate in the different parts of the State; also to cause to be ascertained, by barometrical observation or other appropriate means, the relation, elevations, and depressions of the different parts of the State; and also on or before the completion of the said surveys to cause to be compiled, from such actual surveys and measurements as may be necessary, an accurate map of the State, which map, when approved by the governor, shall be the official map of the State.

SEC. 3931. It shall be the duty of the said board of regents to cause proper specimens skillfully prepared, secured, and labeled of all rocks, soils, ores, coals, fossils, cements, building stones, plants, woods, skins and skeletons of animals, birds, insects, and fishes, and other mineral, vegetable, and animal substances and organisms discovered or examined in the course of said surveys, to be preserved for public inspection, free of cost, in the University of Minnesota, in rooms convenient of access and properly warmed, lighted, ventilated, and furnished, and in charge of a proper scientific curator; and they shall also, whenever the same may be practicable, cause duplicates, in reasonable numbers and quantities, of the above-named specimens, to be collected and preserved for the purpose of exchanges with other State universities and scientific institutions, of which latter the Smithsonian Institution at Washington shall have the preference.

SEC. 3932. The said board of regents shall cause a geological map of the State to be made as soon as may be practicable, upon which, by colors and other appropriate means and devices, the various geological formations shall be represented.

SEC. 3939. The governor, the secretary of state, and the State geologist are hereby created a commission for the printing and the publication of the reports of the regents of the university on the geological and natural history survey of the State.

SEC. 3946. It shall be the duty of the said board of regents, through their president, to make, on or before the second Tuesday in December of each and every year, a report showing the progress of said surveys, accompanied by such maps, drawings, and specifications as may be necessary and proper to exemplify the same, to the governor, who shall lay the same before the legislature; and the said board of regents, upon the completion of any separate portion of the said surveys, shall cause to be prepared a memoir or final report, which shall embody in a convenient manner all useful and important information accumulated in the course of the investigation of the particular department or portion, which report or memoir shall likewise be communicated through the governor to the legislature.

SEC. 3948. The State lands known as "State salt lands," donated by the general Government to aid in the development of the brines of the State of Minnesota, shall be transferred to the custody and control of the board of regents of the University of Minnesota. By said board of regents these lands may be sold in such manner or in such amounts, consistent with the laws of the State of Minnesota, as they may see fit, the proceeds thereof being held in trust by them, and only disbursed in accordance with the law ordering a geological and natural history survey of the State.

SEC. 3949. The lands granted by Congress to this State by an act entitled "An act granting lands to the State of Minnesota in lieu of certain lands heretofore granted to said State," approved March 3, 1879, are hereby transferred to the custody and control of the board of regents of the University of Minnesota, which lands the said board may sell in such amounts as they may deem most expedient and beneficial, the proceeds thereof being held in trust by them, and only disbursed in accordance with the law ordering a geological and natural history survey of the State; and the said board shall make report of their doings in the premises as provided by law.

SEC. 3951. The University of Minnesota is hereby authorized and empowered to execute, acknowledge, and deliver in its corporate name, under its corporate seal and the signatures or attestations of the president and secretary of the board of regents, deeds of conveyance for all the lands mentioned or referred to in the two several acts aforesaid [the "Salt lands or lands granted in lieu thereof"], which have heretofore been or shall hereafter be sold under the authority of the board of regents, and all deeds of such lands so executed and delivered shall be effectual to pass to the grantees therein, respectively, all the title of the State of Minnesota or the University of Minnesota or the board of regents thereof in the lands therein described at the time of such execution and delivery thereof.

SEC. 3953. It shall be the duty of the said board of regents, as soon as practicable, to cause a full and scientific investigation and report on the salt springs of the State, with a view to the early development of such brine deposits as may exist within the State.

SEC. 3954. The board of regents of the University of Minnesota shall cause the immediate survey and investigation of the peat deposits of the State of Minnesota, accompanied by such tests and chemical examinations as may be necessary to show their economical value and their usefulness for the purposes of common fuel, a full report thereon to be presented to the legislature as soon as practicable.

SEC. 3955. The sum of \$2,000 is hereby appropriated annually (in lieu of \$1,000), for the purposes of the geological and natural history survey, until such time as the proceeds of the sales of the salt lands shall equal that amount, when such annual appropriation shall cease.

SEC. 3956. It shall be the duty of the board of regents of the University of Minnesota to cause duplicate geological specimens to be collected and to furnish to each of the three normal schools suites of such specimens after the university collection has become complete.

SEC. 3957. When the geological and natural history survey of the State shall have been completed, the final report on the same by the said board of regents shall give a full statement of the sales of the salt lands hereby given into the custody and control of the board of regents of the University of Minnesota, together with the amount of moneys received therefrom and of the balance, if any, left in the hands of the said board of regents.

SEC. 3768. [Amended by laws 1897, chap. 75, q. v.] There shall be levied annually upon the taxable property of the State a tax of one and fifteen-hundredths mills, to be known as the "State school tax," which shall be collected as other taxes are collected, of which the proceeds of one mill shall be added to the general

school fund, which together shall be known as the "current school fund," to be apportioned as hereinbefore provided, and the proceeds of fifteen-hundredths mills shall be for the support and maintenance of the University of Minnesota, and shall be added to the general university fund and be payable to the order of the board of regents.

SEC. 7975. There is hereby established a uniform system of accounting for public funds in the following-named institutions of the State of Minnesota, namely, the State university, etc.

SEC. 7976. It shall be the duty of the managing board of each of the State institutions mentioned in section 7975 to designate an accounting officer, whose duty it shall be to keep or supervise the financial accounts of the institution and to perform such other duties as shall be prescribed by law or by the said managing board. They shall also designate either the said accounting officer or some other officer of the institution to act as purchasing agent, whose duty it shall be to purchase all goods and supplies needed for the institution, under such rules and regulations as the said managing board shall prescribe.

SEC. 7977. It shall be the duty of the managing board of each of the institutions named in section 7975, within three months after the passage of this act, to appoint an institution treasurer, which treasurer shall be either some trustworthy person residing in the city or village at which the institution is located, or some solvent national or State bank in said city or village [except the "Soldiers' Home"]. The said treasurer shall give bonds in such sum as the managing board shall require, to be approved by said managing board and to be subject to the approval of the public examiner. It shall be the duty of the said treasurer to hold and safely keep all public funds belonging to the said institution which may come into said treasury from any source, and to pay out the same only on written orders signed by the accounting officer of the institution and countersigned by a member of the managing board, who shall have been authorized by vote of the board to sign such orders.

SEC. 7979. * * * (b) It shall be the duty of the accounting officer of each institution at the close of each month, or oftener, to pay over to the institution treasurer all institution funds which may have come into his hands from sales of public property, board of inmates, labor of inmates, or from other sources, and at the close of each fiscal quarter to draw an order on the institution treasurer in favor of the State treasurer for the amount of all such miscellaneous receipts, and at the same time to forward to the State auditor a statement of the amount of the same and the sources from which they have arisen. (c) It shall be the duty of the State auditor upon receiving such statement to place in the hands of the State treasurer a draft for the amount upon the institution treasurer, specifying the fund to which the same is to be credited, and upon payment of such draft to place the amount so received to the credit of said institution, adding it to any appropriations that may have been previously made by the legislature for the said institution, distributing it to the several appropriations from which it may have arisen or to the current expense appropriation, according to his discretion.

SEC. 7980. It shall be the duty of the accounting officer of each institution referred to above to prepare a duplicate monthly pay roll or pay rolls, showing the services rendered * * * by each officer and employee of the institution, which pay roll shall contain the receipt of said officers and employees for the orders issued to them in payment for their services. Services rendered or labor performed by persons other than officers and employees shall be accounted for on proper vouchers made. The said accounting officer shall require all persons selling goods or supplies to the institution to furnish with such goods when delivered bills or invoices in duplicate, and he may require persons who furnish goods at intervals during the month to furnish also a detailed statement in duplicate at the close of the month. The said bills and invoices shall, whenever practicable, be made upon the billheads or blanks used by such persons in their business: *Provided*, That in cases where it is not convenient for the seller to furnish such bills or invoices, the accounting officer may make out such bills or invoices on blanks to be provided by the institution.

General Laws, 1895, chapter 181: SECTION 1. The teachers' university certificate issued by the University of Minnesota to graduates of the department of pedagogy in said university shall be valid as a certificate of the first grade to teach in the public schools of the State of Minnesota for a period of two years from date of graduation.

SEC. 2. At the expiration of two years of actual teaching the certificate of such graduate may be indorsed by the president of the university and the superintendent of public instruction upon satisfactory evidence that such service has been successful, and such indorsement shall make said certificate a permanent certificate of

qualification: *Provided*, That said indorsement may be canceled and its legal effect annulled by the superintendent of public instruction upon satisfactory evidence of disqualification. (Approved April 11, 1895.)

Ibid., 1895, chapter 366: Appropriates \$60,000 for "the deficiencies which have occurred in the current expenses of this institution" for 1893, 1894, and 1895.

Ibid., 1897, chapter 75: SECTION 1. Section 3763 [above] is amended to read as follows: "There shall be levied annually upon the taxable property of the State a tax of 1.23 mills, to be known as the 'State school tax,' which shall be collected as other taxes are collected, of which the proceeds of 1 mill shall be added to the general school fund, which together shall be known as the 'current school fund,' to be apportioned as hereinbefore provided, and the proceeds of 0.23 mill shall be for the support and maintenance of the University of Minnesota, and shall be added to the general university fund and be payable to the order of the board of regents." (Approved March 26, 1897.)

Ibid., 1897, chapter 155: SEC. 4. [Appropriates for the fiscal year ending July 31, 1897: For campus improvements, \$2,500; equipment for mechanical and electrical engineering department, \$12,000.]

SEC. 5. [Appropriates for the year ending July 31, 1898: Equipment of medical building, \$13,000; books, \$6,000. School of agriculture: Heating and lighting, \$18,000; dormitory for girls, \$25,000; expenses incident to establishing coeducation, \$3,000.]

SEC. 6. [Appropriates for year ending July 31, 1899: For books, \$6,000; expenses incident to establishing coeducation in the school of agriculture, \$4,000.]

Ibid., 1899, chapter 20: SECTION 1. Section 1 of chapter 181 of the general laws of 1895 be, and the same is hereby, amended so as to read as follows: "SECTION 1. The teachers' university certificate issued by the University of Minnesota to graduates of the department of pedagogy in said university shall be valid as a certificate of the first grade to teach in the public schools of the State of Minnesota for a period of two years from its date." (Approved February 25, 1899.)

Ibid., 1899, chapter 283: SEC. 5. [Appropriates to State university for year ending July 31, 1899, \$5,000 for repairs. For year ending July 31, 1900: Repairs, \$7,000; anatomical building, \$15,000; clinical building, \$15,000; books, \$7,000. For year ending July 31, 1901: Repairs, \$5,000; books, \$7,000; physical laboratory, \$25,000; alteration of buildings, \$40,000.]

SEC. 6. [Appropriates to school of agriculture for the year ending July 31, 1900: Heating plant, \$10,000; horticultural hall and physical laboratory, \$35,000.]

Ibid., 1901, chapter 25: Sections 1 and 2 of chapter 345 of general laws of 1899 [omitted here as surplusage in view of what follows and its minor relevancy to this inquiry] be amended so as to read as follows: "SECTION 1. Any person who, being at the time a resident of the State of Minnesota, enlisted in the Army of the United States during the late war between the United States and the Kingdom of Spain, or who has been a resident of the State of Minnesota for the past fifteen years and is a veteran of the late civil war, and who was honorably discharged therefrom, shall, upon complying with all other requirements for admission, be entitled to pursue any course or courses in the University of Minnesota without expense for tuition."

SEC. 2. It is hereby made the duty of the board of regents of the University of Minnesota to accept in any college, school, or department thereof, any student who comes within the definition of section 1 of this act, without any charge to said student for tuition, and to refund to any student who may come under the provisions of this act any money which he has paid in as tuition since his discharge. (Approved March 8, 1901.)

Ibid., 1901, chapter 66: The board of regents of the University of Minnesota, as a body corporate under the name University of Minnesota, is hereby expressly authorized and empowered to accept, in trust or otherwise, any gift, grant, bequest, or devise of property, real or personal or mixed, for educational purposes, and to hold, manage, invest, and dispose of the same and the proceeds thereof and the income therefrom, in accordance with the terms and conditions of such gift, grant, bequest, or devise, and of the acceptance thereof, any law of the State of Minnesota to the contrary notwithstanding. (Approved March 16, 1901.)

Ibid., 1901, chapter 170: SECTION 1. Any person resident of the State of Minnesota who has already graduated or may graduate from the department known as the school for the blind, connected with the Minnesota Institute for Defectives (located at Faribault, Minn., or elsewhere in said State), shall, upon complying with all other requirements, be entitled to pursue any course or courses in the University of Minnesota without expense for tuition.

SEC. 2. It is hereby made the duty of the board of regents of the University of Minnesota to receive into any college, school, or department thereof, and to furnish to him or her training and education in any such college, school, or department, any student who comes within the definition of section 1 of this act without any charge to said student for tuition.

SEC. 3. All acts and parts of acts inconsistent with this act are hereby repealed. (Approved April 9, 1901.)

Ibid., 1901, chapter 122: SECTION 1. The governor shall, prior to the adjournment of this session of the legislature, appoint, by and with the consent of the Senate, three electors of the State as members of a board to be known as a "board of control of State institutions." Said members shall hold office, as designated by the governor, for two, four, and six years, respectively. Subsequent appointments shall be made as above provided, and, except to fill vacancies, shall be for a period of six years and until their successors are appointed and qualified. The board shall at all times be subject to the above limitations and restrictions. The chairman of the board for each biennial period shall be the member whose term first expires, and each member thereof shall receive a salary of \$3,500 per annum. The governor may remove any member of the board for malfeasance or nonfeasance in office, or for any cause that renders him ineligible to appointment or incapable or unfit to discharge the duties of his office, and his removal when so made shall be final. When for any cause a vacancy occurs, the governor shall appoint an elector to fill the vacancy for the unexpired term, subject, however, to the action of the senate when next in session.

SEC. 18. * * * The board of control shall have and exercise full authority in all financial matters of the State university, the State normal schools, the State public school, the schools for the deaf and the blind. The said board of control shall disburse all public moneys of the several institutions named, and shall have the same authority in the expenditure of the public moneys appropriated therefor, as in the other institutions named in this bill, except as hereinafter otherwise provided, and such board shall appoint a purchasing and disbursing officer or officers for such institutions. Said board of control shall also have supervision of the construction of all buildings and betterments erected at the cost of this State, but shall cooperate with the local boards of the different institutions in the preparation of plans and specifications therefor. Such board of control, however, shall not have control or authority to disburse any private donations or bequests made by gift or devise by any private individual to any educational institution of this State, but said private gifts or donations or bequests shall, unless otherwise directed by the terms of such gift or bequest, be applied by such various boards of the said educational institutions to the use proposed by the terms of the gift. But the various boards now in charge of the several educational institutions shall have and retain the exclusive control of the general educational policy of said institution, of the courses of study, the number of teachers necessary to be employed, and the salaries to be paid; and such various boards shall have the exclusive right to employ or dismiss the teachers and others engaged in carrying on the functions of said institutions and shall also have the exclusive control of the grounds, buildings, and other public property of their several institutions, and of all other matters connected with said institutions, except as herein specifically reserved to said board of control. All contracts with employees of said educational institutions and a concise statement of all supplies needed shall be reported by the board in charge of said several institutions to the said board of control, and provision shall be made by said board of control, by suitable rules, for the payment of the salaries of such employees, and any expenses incurred by the members of said local board for the purchase of all necessary supplies by such purchasing agent to be appointed as herein provided, as in the case of the other public institutions of this State. (Approved April 2, 1901.)

Ibid., 1901, chapter 381: SEC. 2. [Appropriates "For use by the department of agriculture of the University of Minnesota in preparing, printing, and distributing such leaflets, charts, and other lesson helps as will aid and encourage the teachers and pupils in rural schools in the study of agricultural, home economics, and rural life generally" the sum of \$2,000 for each of the fiscal years ending July 31, 1902, and July 31, 1903.]

SEC. 8. [Appropriates to the University of Minnesota for the year ending July 31, 1901: Buildings and equipment, \$17,600; artesian well, \$3,500. For the year ending July 31, 1902: Buildings and equipment, \$110,000; repairs, \$10,250; library, \$7,500; boilers, \$8,200; additional current expenses, \$35,000. For the year ending July 31, 1903: Building and equipment, \$47,500; repairs, \$8,000; library, \$7,500; additional current expenses, \$35,000.]

SEC. 9. [Appropriates for the school of agriculture for the year ending July 31, 1902: Buildings and equipment, \$53,500. For the year ending July 31, 1903: Buildings and equipment, \$25,000.]

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Constitution (1890), article 8: SEC. 201. It shall be the duty of the legislature to encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement by establishing a uniform system of free public schools, by taxation or otherwise, for all children between the ages of five and twenty-one years, and, as soon as practicable, to establish schools of higher grade.

SEC. 208. No religious or other sect or sects shall control any part of the school or other educational funds of this State; nor shall any funds be appropriated toward the support of any sectarian school or to any school that at the time of receiving such appropriation is not conducted as a free school.

SEC. 213. The State having received and appropriated the land donated to it for the support of agricultural and mechanical colleges by the United States, and having, in furtherance of the beneficent design of Congress in granting said land, established the Agricultural and Mechanical College of Mississippi and the Alcorn Agricultural and Mechanical College, it is the duty of the State to sacredly carry out the conditions of the act of Congress upon the subject, approved July 2, 1862, and the legislature shall preserve intact the endowments to and support said colleges.

[The following matter is taken from The Annotated Code of the General Statute Laws of the State of Mississippi, prepared by R. H. Thompson, Geo. E. Dillard, and R. B. Campbell, Nashville, Tenn., 1892.]

SEC. 11. The college as incorporated by an act of the legislature, approved February 28, 1878, by the name of the "Agricultural and Mechanical College of Mississippi," and established in pursuance of that act, shall continue to exist as a body politic and corporate by the name of the "Mississippi Agricultural and Mechanical College," with all its property and the franchises, rights, powers, and privileges conferred on it by law, or properly incident to such a body and necessary to accomplish the purpose of its creation; and may receive and hold all real and personal property conveyed to it for such purpose.

SEC. 12. The government of said college shall be in a board of nine trustees, a majority of whom shall be practical agriculturists or mechanics, appointed by the governor of the State by and with the advice and consent of the senate, who shall continue in office for six years, and until successors are appointed; and the trustees shall be ineligible to succeed themselves more than once.

SEC. 13. The present trustees shall continue according to their terms, and until successors shall be appointed. As the terms of said trustees shall expire their successors shall be appointed by the governor, by and with the advice and consent of the senate. They shall hold for six years, and until their successors shall be appointed.

SEC. 14. In case of vacancies in the board of trustees during a period when the senate is not in session, the governor may make appointments to fill the vacancies until the senate shall meet, and, thereafter, during the session of the senate until successors shall be appointed.

SEC. 15. A majority of the board of trustees shall constitute a quorum for the transaction of business.

SEC. 16. The governor of the State, by virtue of his office, shall be the president of the board of trustees, but in his absence a president pro tempore may be appointed by the board.

SEC. 17. The trustees may receive their actual expenses incurred in attending any of the meetings of the board, to be paid out of any money belonging to the college.

SEC. 18. The board of trustees shall possess all the power necessary and proper for the accomplishment of the purpose of the trust reposed in it, viz: The establishment and maintenance of a first-class institution, at which the white youth of the State may acquire a common school education, and a scientific and practical knowledge of agriculture, horticulture, and the mechanic arts, and such other subjects of knowledge as may be suitable and embraced in the course of study and practice prescribed by authority of the board of trustees; and it may adopt all such by-laws and regulations as it may deem expedient for this purpose not repugnant to the constitution and laws nor inconsistent with the object for which said college is established; and it shall do whatever is necessary for the successful operation of said college according to the purpose of its establishment.

SEC. 19. The interest arising from the proceeds of the fund known as the "Agricultural land scrip fund" is appropriated and devoted, to the extent of one-half of it, to said college, and may be drawn from the treasury upon warrant of the auditor, to be issued upon the requisitions of the treasurer from time to time as such interest may accrue and be wanted for the use of the college.

SEC. 20. Tuition shall be free in all branches to students of the State for four years to each and not longer, and the trustees shall fix the amount of tuition to be paid by students of this State after four years of free tuition and by students from other States or countries. (Amended by laws, 1896, chap. 113, q. v.)

SEC. 21. The privilege of rooming in the dormitories belongs to the free students, and to the due quota of students from each county in preference to all others.

SEC. 22. The right belongs to each county to have a number of students admitted proportionate to its number of white educable males compared with the whole number in the State.

SEC. 23. The apportionment shall be made and announced by the president of the college annually and communicated to the superintendents of education of the counties.

SEC. 25. The certificate of selection shall be attested by the clerk of the board of supervisors, under its seal, and shall entitle the holder to admission into the college with all its privileges to pursue all its industrial branches selected, and to enter the subclass or class for which he is fitted.

SEC. 26. The board of trustees shall cause to be reported biennially to the legislature, during the first week of every regular and special, not extraordinary, session thereof, how the money appropriated to the college has been expended, showing the salaries paid to all professors and employees, and generally each and every item of expense; and if any property belonging to the State or the college is used for profit, the reports shall show the expenses incurred in managing the property and the amount received therefrom.

SEC. 27. The money received by this State under act of Congress entitled "An act to establish agricultural experiment stations," etc., approved March 2, 1887, and the provisions of which were accepted by this State by act approved January 31, 1888, and assigned to said college, shall be expended under its direction, and the agricultural experiment station for this State is established at and with said college, and the board of trustees shall have full control thereof.

SEC. 28. The Alcorn Agricultural and Mechanical College of Mississippi, created by an act approved February 28, 1878, for the education of the colored youth of the State, shall continue as a body politic and corporate for that purpose.

SEC. 29. Except as stated to the contrary in the next section, all the provisions of the chapter entitled "Agricultural and mechanical college" shall be applicable, the necessary changes being made, to the "Alcorn Agricultural and Mechanical College," which shall be entitled to receive for its support one-half of the interest on the fund, the other half of which is devoted to the agricultural and mechanical college.

SEC. 30. The sections of the chapter relating to the "agricultural and mechanical college" [secs. 20-25, and 27] on the subject of the number of students entitled to free tuition therein, and on the subject of apportioning the same among the several counties of the State, and dormitory privileges, and on the subject of the agricultural experiment station, shall not apply to Alcorn Agricultural and Mechanical College.

SEC. 2065. The term "fertilizer," as used herein, includes all substances, chemicals, and compounds commonly known as commercial fertilizers, and all manures, except animal excrement, cotton seed, and unmixcd cotton-seed products, whether natural or artificial products.

SEC. 2066. The professor of chemistry at the agricultural and mechanical college is State chemist, and all fertilizers shall be analyzed by him; and his certificate of analysis, stating the percentage therein of nitrogen in an available form, of potash soluble in water, and of phosphoric acid in an available form, soluble or reverted, and of insoluble phosphoric acid, shall be posted, and kept posted in a conspicuous manner at every place where fertilizers are sold.

SEC. 2068. Before offering any fertilizer for sale the manufacturer, producer, or seller shall furnish to the State chemist a certificate of the manufacturer or producer, showing the component parts thereof, and a fair sample of it, not less than one pound, sealed up in a glass jar; and the chemist shall analyze it and give his certificate thereof, and shall furnish the necessary number of tags. He shall also from time to time secure samples from packages offered for sale or sold, analyze the same, and record the analyses.

SEC. 2069. The State chemist shall also analyze all fair samples of fertilizers

properly certified and prepared which may be furnished to him by farmers and other purchasers for use free of charge, and shall give a certificate thereof.

SEC. 2070. The certificate of analysis of the State chemist shall be evidence of the percentage of valuable elements in any fertilizer analyzed by him.

SEC. 2071. The State chemist shall have prepared a sufficient number of tags, of suitable material and form, with proper fastenings for attaching to packages, and having printed thereon the word "guaranteed," with the year of sale, number of the tag, and a facsimile of his signature. Any person who shall counterfeit a fertilizer tag, or who shall use one not sold to him by the State chemist, or who shall use one a second time, shall be guilty of forgery.

SEC. 2072. The State chemist shall charge and collect for the analysis of each brand of fertilizer the sum of \$15, and for enough tags for one ton of fertilizer 30 cents.

SEC. 2073. The fees received by the State chemist shall be deposited with the treasurer of the agricultural and mechanical college, and shall be expended under the direction of the board of trustees in defraying the expenses of analyzing fertilizers, the preparation of tags, and otherwise, as the board shall allow or direct.

SEC. 2074. The certificate of the State chemist shall be good for one year, if no fraud or deception be practiced in obtaining it, and an analysis of each brand of fertilizer must be made every year or season.

SEC. 2075. The State chemist shall record in a suitable book the result of every analysis of a fertilizer made by him.

Laws, 1892, chapter 45: SECTION 1. The State of Mississippi hereby accepts the provisions of act of Congress entitled "An act to apply a portion of the [proceeds of the] public lands to the more complete endowment and support of colleges for the benefit of agriculture and mechanic arts, established under provisions of an act of Congress approved July 2, 1862," which act was approved August 30, 1890.

SEC. 2. The money received by this State under the aforesaid act shall be expended under the direction of the Agricultural and Mechanical College of this State, situated near Starkville, for whites, and the Alcorn Agricultural and Mechanical College, situated near Rodney, for colored; and the funds received under aforesaid act shall be divided between aforesaid agricultural colleges for white and colored in the proportion that the whole number of educable children in the State of each race bears to the whole number of educable children of both races. (Approved March 30, 1892.)

Laws, 1894, chapter 12: Appropriates to Agricultural and Mechanical College \$22,500 for 1894 and the same amount for 1895, and provides further, "that the interest on the agricultural land-scrip fund belonging to said college be paid in addition to the above sums, provided that the president, professors, officers, and employees shall receive as salary or compensation from the State 10 per cent less than the amounts paid them by the State for the year 1893."

Ibid., 1894, chapter 14: Appropriates to Alcorn Agricultural and Mechanical College \$7,000 for the year 1894 and the same amount for the year 1895, also \$1,500 for repairs, "provided that the amounts shall include interest on the agricultural land-scrip fund for each year."

Laws, 1896, chapter 115: SECTION 1. That the State superintendent of education be, and is hereby, made a trustee ex officio of the State University, the Agricultural and Mechanical College, the Industrial Institute and College, the State Normal School, and Alcorn Agricultural and Mechanical College. And he shall have the same powers and perform the same duties as other trustees of said institutions of learning. (Approved March 23, 1896.)

Laws, 1896, chapter 13: [Appropriates to Alcorn Agricultural and Mechanical College for the year 1896: Building, \$7,000; repairs, \$1,000; insurance for three years, \$1,505. For 1897: Three cottages, \$3,000; repairs, \$1,000.]

Ibid., 1896: [Appropriates to Agricultural and Mechanical College \$22,500 for the year 1896 and the same amount for 1897, in addition to the interest on the agricultural land-scrip fund; also, for repairs, \$5,000.]

Ibid., 1896, chapter 42: That the State treasurer be, and he is hereby, authorized and required to have prepared without delay bonds of the State of Mississippi in an amount equal to the agricultural college fund now in the State treasury, maturing on the 1st day of January, 1896, and which now bear interest at the rate of 5 per cent per annum. Said bonds to be issued in denominations of \$1,000, and shall be signed by the governor and countersigned by the treasurer. All the bonds and other evidences of State indebtedness now in the treasury on account of the said agricultural college fund, amounting to \$212,150, shall be immediately canceled and destroyed, and a record kept by the treasurer of the bonds so destroyed, and said treasurer shall report the facts to the legislature of 1898, and the bonds provided for in this section shall be substituted therefor.

SEC. 2. That said bonds, as herein provided for, shall bear interest at the rate of 6 per cent per annum as now fixed by law, from January 1, 1896, and shall mature on January 1, 1928: *Provided*, The State reserves the right to take up and retire said bonds after January 1, 1900.

Ibid., 1896, chapter 113: Section 20 of the annotated code of Mississippi is hereby amended so as to read as follows: Tuition shall be free in all branches to students of this State for five years.

SEC. 2. Section 24 is hereby amended so as to read as follows: The superintendent of each county, after due notice published, with the consent of the board of supervisors, shall give certificates of selection to the number of students to which the county is entitled, and this in addition to those already in the college, if any, and this selection of new students shall be made by drawing.

Ibid., 1898, chapter 15: [Appropriates to Agricultural and Mechanical College \$20,500 and the interest on the "agricultural land-scrip fund," \$5,914.50, for 1898; also the same amounts for 1899, and \$4,090 for repairs, etc.]

Ibid., 1898, chapter 16: [Appropriates to Alcorn Agricultural and Mechanical College for 1898, \$12,000 and \$6,814.50 as interest on agricultural land-scrip fund; for 1899, \$9,000 and the interest, \$6,814.50, on the agricultural land-scrip fund.]

Ibid., 1898, chapter 46: SECTION 1. The grant of land to the State for the benefit of the Agricultural and Mechanical College of Mississippi and the Agricultural and Mechanical College for colored persons of Mississippi, by an act of Congress of the United States, approved February 20, 1895, entitled "An act for the encouragement of education in the State of Mississippi," the same being the one hundred and sixth chapter of the United States Statutes at Large, of the third session of the Fifty-third Congress, volume 28, is hereby accepted.

[The act of Congress referred to reads as follows: The governor of the State of Mississippi is hereby authorized to select out of the unoccupied and uninhabited lands of the United States within the said State, 46,080 acres of land, in legal subdivisions, being a total equivalent to two townships, and shall certify the same to the Secretary of the Interior, who shall forthwith, upon the receipt of said certificate, issue to the State of Mississippi patents for said lands: *Provided*, That the proceeds of one township of said lands, when sold or leased shall forever remain a fund for the use of the Agricultural and Mechanical College of said State; and the proceeds of one of said townships of land, when sold or leased, shall forever remain a fund for the use of the Agricultural and Mechanical College for colored persons established and maintained by said State.

SEC. 2. In making said selection the governor of said State of Mississippi shall designate the lands for the Agricultural and Mechanical College and the lands for the Agricultural and Mechanical College for colored persons.]

SEC. 2. The State land commissioner shall record in his office the patents and lists of said lands issued to the State by the United States, said lists to be recorded in a tract book; and his certified transcript of the records thereof shall be competent evidence in any court or legal proceedings in this State; and when so recorded the patent and list of the Agricultural and Mechanical College lands shall be turned over to its trustees, and the patent and list of the Alcorn Agricultural and Mechanical College lands shall be turned over to its trustees.

SEC. 3. The board of trustees of said Agricultural and Mechanical College are hereby authorized to sell said lands patented to the State for its use under said act of Congress, or any part thereof, for cash, as in their judgment is for the best interest of said college; or to lease the same for a period not exceeding thirty years, or to sell or dispose of the timber thereon to the best advantage of said college; and the proceeds of all such sales or leases of said lands or sales of said timber, made under this act shall be paid into the State treasury and shall there be credited to said Agricultural and Mechanical College, and shall there forever remain a fund for the use of said college, and the interest to be paid to it by the State, all under and in accordance with section 212 of the State constitution. And the board of trustees of the Alcorn Agricultural and Mechanical College shall have like authority as to the lands patented to the State under said act of Congress for the benefit of the Agricultural and Mechanical College for colored persons, and the proceeds of said lands or the timber thereon shall be paid into the State treasury for the use of said college, under and in accordance with said section of the State constitution.

SEC. 4. A patent in the usual form, signed by the land commissioner, countersigned by the governor and attested by the secretary of state, with the great seal of the State affixed, shall invest the purchaser or lessee of said lands or the purchaser of the timber or trees thereon with title, according to the terms of said patent; and such patent shall be executed upon the order of the board of trustees of the Agricultural and Mechanical College as to the lands patented to the State by the United States for the benefit of said college under said act of Congress; and such patent shall be executed as to the lands patented to the State for the use of said Agricultural and Mechanical College for colored persons upon the order of the

board of trustees of said Alcorn Agricultural and Mechanical College. And said land commissioner shall keep a record of each sale or lease made under this statute upon the tract book upon which the list of lands is recorded in each instance, respectively.

SEC. 5. The provisions of this act shall apply to any and all lands that may be hereafter selected and located by the governor and patented to the State under said act of Congress.

Ibid., 1900, chapter 61: SECTION 1. The board of trustees of the Mississippi Agricultural and Mechanical College, located at or near Starkville, are hereby authorized to establish a branch agricultural experiment station at some point in the State south of the tier of counties on the line of the Alabama and Vicksburg Railroad, and in what is known as the piney woods region of the State. The said board of trustees are authorized to accept donations of lands, lumber, agricultural implements, fertilizers, money, notes or other obligations, or any property or thing that may be of use in establishing and operating said experiment station.

SEC. 2. The station herein provided for shall be a tract of land of not less than 200 acres and shall only be located where suitable land is donated and conveyed to the trustees for that purpose, and if lands in excess of 200 acres are donated, the said board of trustees may, in their discretion, sell the same and apply the proceeds to the improvement of the land retained and used for said experiment station.

SEC. 3. In locating said station the said trustees shall consider the natural advantages, the health and convenience to a shipping point, and the amount proposed to be donated by any locality or localities, and all other matters that may be of material advantage in the working of the same.

Ibid., 1900, chapter 18: SECTION 1. A textile school is established in connection with the agricultural and mechanical college, where young men and women may be educated in the art of manufacturing textile fabrics and where they may acquire a practical as well as theoretical and scientific knowledge of the art of manufacturing textile fabrics, and especially those made from cotton, or cotton and wool combined, including dyeing, designing and drawing.

SEC. 2. It shall be the duty of the board of trustees to cause to be erected the necessary building for the motive power and machinery of the factory building, for the accommodation of not more than 100 pupils, and a dormitory building to accommodate a like number, and to supply the factory building with the necessary motive power of steam or electricity, in their discretion, and all other necessary machinery and appliances for manufacturing cotton and such other fabrics as may be agreed upon by the faculty and approved by the trustees, and also for dyeing, having in view the purpose of this act as defined in the first section thereof, and especially that relating to the manufacture of cotton fabrics.

SEC. 3. It shall be the duty of the board of trustees when said buildings have been erected and equipped as provided for in this act to elect a competent and efficient director of the textile school, who shall become thereby a member of the faculty of the said agricultural and mechanical college, and shall receive such salary as may be fixed by the board of trustees. They shall likewise employ or authorize the employment of such assistants in the various departments thereof as may be necessary to the thorough and efficient training and instruction of the students. The course of study shall be prescribed by the faculty, with the approval of the board of trustees, and shall embrace carding, spinning, weaving, dyeing, harmony of colors, designing, drawing, fabric analysis and calculations, and such other branches as may be prescribed. There shall be a special course on the manufacture of cotton fabrics alone.

SEC. 4. No pupil shall be admitted to the textile school who is under 15 years of age; and each pupil applying for admission shall be examined under rules to be prescribed by the faculty as to character, intelligence, and learning, and they shall be governed by the rules and regulations prescribed for the government of said college, the trustees of which shall also fix and regulate the fees, cost, and term of course of said textile department.

SEC. 5. The raw material to be manufactured in the course of study shall be purchased by the president of the faculty, or under his direction, provided that raised on the college farm shall be insufficient in quantity or quality. The fabrics manufactured by the school shall be sold by the president of the faculty, and the proceeds thereof and also all tuition fees shall be paid into the college treasury to the credit of the textile school, and full reports made thereof annually to the board of trustees.

SEC. 6. The board of trustees shall have authority to grant diplomas and certificates of proficiency upon the recommendation of the director of the textile school and a majority of the faculty.

SEC. 7. The sum of \$40,000, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the treasury not otherwise appropriated, to enable the board of trustees to carry out the provisions of this act. The said sum herein appropriated may be drawn from the State treasury upon the warrant of the auditor of public accounts, issued upon the written request of the president of said college, approved by the governor.

Ibid., chapter 17: [Appropriates to agricultural and mechanical college \$25,719 for the year 1900 and a like sum for the year 1901, in addition to the annual interest on the agricultural land-scrip fund, for new buildings, etc., and \$1,000 for farmers' institutes.]

Ibid., chapter 19: [Appropriates to Alcorn Agricultural and Mechanical College \$8,000 for the year 1900 and a like sum for 1901, in addition to interest on agricultural land-scrip fund; also \$5,850 for repairs, etc. In addition for each year the interest on \$96,296.27, the proceeds of sale of college lands, chapter 46, acts 1898, \$5,777.77.]

Ibid., chapter 57: The board of control is hereby directed, subject to the approval of the governor, to purchase an artesian well-boring outfit, out of any money in the hands of said board, not to exceed \$1,500, and that said outfit shall be used to sink wells on the farms now belonging to or to become the property of the State, and on rented farms, provided the owners shall pay for the same, or upon the farms of any citizen where the board is paid for the service by the citizen, when not otherwise needed by the State, and that the boards of trustees of the several State institutions, and especially of the lunatic asylum at Jackson, the State university at Oxford, the agricultural and mechanical college at Starkville, etc., are hereby authorized to contract immediately and pay out of their several appropriations, with the board of control, for the boring of such wells, at actual cost of the labor and material, but no cost for the use of the outfit, subject to the approval of the governor, for the sinking of wells at these several institutions.

Ibid., 1902, chapter 21: [Appropriates to agricultural and mechanical college \$48,272.41, as support fund for 1902, and a like amount for 1903; appropriates also \$56,500 for buildings; \$23,230 for additional equipment; \$3,000 for farmers' institutes; \$2,000 for student labor account, and \$100 for Y. M. C. A.]

Ibid., 1902, chapter 20: [Appropriates \$26,320.14 "for the purpose of reimbursing the trustees of the agricultural college for the excess of money spent by them in building and equipping the textile school."]

Ibid., 1902, chapter 20: [Appropriates to the Alcorn Agricultural and Mechanical College \$8,000, as support fund and \$750 for repair of buildings for each of the years 1902 and 1903. Appropriates for 1902: For insurance, \$2,250; for purchase of stock, \$500; for completing and equipping new dormitory, \$13,000; for shops and machinery and tools, \$10,000.]

MISSOURI.

Constitution (1875). ARTICLE XI: SEC. 5. The general assembly shall, whenever the public school fund will permit and the actual necessity of the same may require, aid and maintain the State university, now established, with its present departments. The government of the State university shall be vested in a board of curators, to consist of nine members, to be appointed by the governor, by and with the advice and consent of the senate.

SEC. 11. Neither the general assembly nor any county, city, town, township, school district, or other municipal corporation shall ever make an appropriation or pay from any public fund whatever anything in aid of any religious creed, church, or sectarian purpose, or help to support or sustain any private or public school, academy, seminary, college, university, or other institution of learning controlled by any religious creed, church, or sectarian denomination whatever; nor shall any grant or donation of personal property or real estate ever be made by the State, or any county, city, town, or other municipal corporation for any religious creed, church, or sectarian purpose whatever.

[The following matter is taken, unless otherwise specified, from "The Revised Statutes of the State of Missouri, 1899, Revised and Promulgated by the 40th General Assembly," 2 vols., Jefferson City, Mo.]

SEC. 10465. A university is hereby instituted in this State, the government whereof shall be vested in a board of curators.

SEC. 10466. The university is hereby incorporated and created a body politic, and shall be known by the name of "The Curators of the University of the State of Missouri," and by that name shall have perpetual succession, power to sue and be sued, complain and defend in all courts; to make and use a common seal, and

to alter the same at pleasure; to take, purchase, and to sell, convey, and otherwise dispose of lands and chattels: *Provided*, That the curators shall not have power to sell or convey any land contained within the university campus.

SEC. 10467. The board of curators of the University of the State of Missouri shall hereafter consist of nine members, who shall be appointed by the governor, by and with the advice and consent of the Senate: *Provided*, That not more than one person shall be appointed upon said board from the same Congressional district, and no person shall be appointed a curator who shall not have attained the age of 21 years, or who shall not be a citizen of the United States, and who shall not have been a resident of the State of Missouri two years next prior to his appointment. Not more than 5 curators shall belong to any one political party.

SEC. 10468. The term of service of the curators shall be six years, the terms of three expiring every two years, the first expiring occurring on the first day of January, 1901, and succeeding expirations of three members every two years thereafter. Said curators while attending the meetings of the board shall receive their actual expenses, which shall be paid out of the ordinary revenues of the university.

SEC. 10469. The board of curators shall appoint annually three of their number to act as an executive board, who shall meet each month, for the purpose of auditing claims and attending to such other business as may be intrusted to them by the board of curators not inconsistent with this article. The members of the executive board shall receive \$5 per day for each day they shall attend the monthly meetings, together with their actual expenses, to be paid as the expenses of the curators are paid. Said executive board shall be subject to change or removal at pleasure of the board of curators. The board of curators shall also appoint annually three of their number to act as an executive committee of the school of mines and metallurgy, with like powers and compensation as those of the executive board at Columbia. Said executive committee shall also be subject to change or removal at pleasure of the board of curators.

SEC. 10470. The governor shall, by and with the advice and consent of the senate, fill all vacancies caused by the expiration of the term of office of any curator, and he shall also fill all vacancies occasioned by death, resignation, or removal, which may occur while the general assembly is not in session; but all such appointees shall continue in office only until the meeting of the general assembly next thereafter, and until their successors be appointed and qualified. All vacancies which may exist at or during the meeting of the biennial sessions of the general assembly, caused by death, resignation, or removal shall be filled in like manner as those created by the expiration of official terms, and shall be only for the unexpired time of the party whose vacancy is thereby filled.

SEC. 10471. All appointments to fill vacancies, except such as may be made to fill out unexpired terms, shall be for the term of six years, and until the successors of such appointees shall be appointed and qualified.

SEC. 10472. At all meetings of the board of curators seven members shall be necessary to constitute a quorum for the transaction of business.

SEC. 10473. The curators shall have power to appoint and remove, at discretion, the president, professors, instructors, and other employees of the university; to define and assign their powers and duties, and to fix their compensation.

SEC. 10474. The president and treasurer of the university, residing at Columbia, and the treasurer of the School of Mines and Metallurgy, residing at Rolla, shall, at each annual meeting of the board, prepare and submit to the board a carefully prepared statement of the probable amount of income, as near as may be, of the university and all its departments for the year following, and the curators shall thereupon make an estimate of the probable expenses of the institution and each of its departments for the ensuing year, based upon the statements above mentioned, and make the necessary appropriations to meet said expenses for the current year; and in no instance shall the board of curators create any indebtedness in any one year above what they can pay out of the annual income of said year.

SEC. 10475. The curators shall cause to be made annually a careful and complete inventory and appraisement of all property, real and personal, belonging to the university in every department thereof; and in order to preserve said property from waste or injury it shall be the duty of the board to prescribe such rules and regulations as shall secure a careful inspection of said property and comparison of the same with prior inventories.

SEC. 10476. No person who is related by blood or marriage to any member of the board of curators of the university shall be appointed to any position in the university as officer, member of any faculty, or employee.

SEC. 10477. There shall be two regular meetings of said board of curators in each year, to be holden in the university edifice, or in the town of Columbia. The

annual meeting shall be held on the third Tuesday in December, and the semi-annual meeting on the Tuesday preceding the first Thursday in June, unless different days shall be fixed upon by said board.

SEC. 10478. If any curator shall remove from the district in which he resided at the time of his appointment, or shall fail to attend any annual, semiannual, or regularly called meeting of the board, of which meeting he shall have had due notice, his office shall become at once vacant, unless such absence shall be caused by sickness, or some accident prevented his arrival at the time and place appointed for the meeting of the board of curators: and if a vacancy shall occur by death, resignation, or from any other cause, the governor shall, without delay, upon being informed of the fact by the secretary of the board of curators, fill such vacancy by appointment; and the person so appointed shall serve until the next regular meeting of the general assembly, and until his successor is appointed and qualified.

SEC. 10479. The curators shall severally take an oath to support the Constitution of the United States and of this State and faithfully demean themselves in office.

SEC. 10480. There shall be a president and vice-president of the board, who shall be chosen by the board from the members thereof; a secretary, a treasurer, and such other officers of the board as they shall deem necessary, who shall be appointed by the board, and hold their offices during the pleasure of the board.

SEC. 10481. The president and, if he be absent, the vice-president, and if both be absent, a curator chosen for the occasion, shall preside at the meetings of the board.

SEC. 10482. The president of the board, and until his election or in case of his absence or disability, any three curators, shall have power to call a special meeting of the board at the place of holding the annual meetings, provided, they give timely notice thereof, in such form as the board shall by by-law prescribe.

SEC. 10483. Adjourned meetings may be ordered and held by the board at such time and place as shall be agreed upon by them.

SEC. 10484. It shall be the duty of said board of curators to cause to be furnished to the legislature on or before the second Monday of each regular session thereof a list of the names of all the students that may have been taught at said institution during the two preceding years, giving the names, the ages, the place of residence of each, or the time that each one has been taught, as well as the tuition fees charged per session for the various branches of study. It shall likewise be the duty of the board to furnish the legislature with an abstract of the amounts annually paid to the president, and each professor, instructor, or other employee of said institution, together with an itemized account of all other expenses of the institution.

SEC. 10485. The secretary shall keep a journal of the proceedings of the curators, in which the ayes and noes on all questions shall be entered if requested by any one of the curators present.

SEC. 10486. It shall be the duty of the secretary to keep and preserve all records, books, and papers belonging to the board; to prepare, under the direction of the board, all their reports, estimates, etc., and record the same in a book to be kept for that purpose, and generally to do and execute all such matters and things as belong to his office and may be required of him by the curators; and his compensation shall be fixed by the board.

SEC. 10487. Any citizen of the State shall, at all times, have access to and be permitted to take copies of any or all the records, books, and papers of the board.

SEC. 10488. It shall be the duty of the treasurer to receive, keep, and disburse all moneys belonging to the board, and to perform all customary acts pertaining to his office, under the direction of the curators, and to make report of the same at the annual meeting of the board; his compensation shall be fixed by the board, provided that the same shall not exceed, for any one year, the sum of \$150.

SEC. 10489. The treasurer of the board shall, upon his appointment and before he enters upon the duties of his office, give bond to the State of Missouri, to the use of the curators of the University of the State of Missouri, with at least two good and solvent sureties, in such sum as may be required by the board, to be approved by the board and filed among their papers and records, conditioned that he will faithfully administer the university funds coming into his hands, and disburse and invest the same according to the directions of the board of curators; and such bond shall be renewed every two years or oftener if deemed necessary by the board of curators.

SEC. 10490. The treasurer of the board of curators shall make out semiannually a full statement of his accounts, showing the amount of money which he has received and the items of expenditure, and when approved by the board a copy of the account shall be entered on the record.

SEC. 10491. The curators shall have power to make such by-laws or ordinances, rules, and regulations as they may judge most expedient for the accomplishment of the trust reposed in them, and for the government of their officers and employees and to secure their accountability.

SEC. 10492. The curators shall have the authority to confer by diploma, under their common seal, on any person whom they may judge worthy thereof, such degrees as are known to and usually granted by any college or university.

SEC. 10493. Grants made to the curators for specific purposes and uses shall not be applied either wholly or in part to any other uses.

SEC. 10494. It shall be the duty of the curators to provide for the protection and improvement of the site of the University of the State of Missouri as selected and established by law; to erect and continue thereon all edifices designed for the use and accommodation of the officers and students of the university, and to furnish and adapt the same to the uses of the several departments of instruction.

SEC. 10495. It shall be the duty of the president of the university, among other things, to superintend and direct the care and management of the institution and its grounds at Columbia, and to make and transmit to the curators, at each regular meeting thereof, a report of the state and condition thereof, containing such particulars as the curators shall require.

SEC. 10496. The president, professors, and instructors shall each have the care and management of the books and apparatus belonging to their respective departments, and the librarian the care and superintendency of the library.

SEC. 10497. All salaries of the officers, professors, instructors, and employees of the university shall be payable monthly, on the first day of the month following that for which their salary has accrued, or as soon thereafter as practicable, and it shall be the duty of the president of the board of curators to draw his warrant accordingly, on the treasurer of the board, payable to the order of the officer, professor, instructor, or other employee, as the case may be, therein named.

SEC. 10498. Should the president or any professor, instructor, or other person holding office in the university by selection, appointment, contract, or engagement of the board of curators fail to discharge for any length of time his official duties, without having obtained the permission of said board, the salary or compensation of such president, professor, instructor, or other person holding office in the university shall cease for the time he shall so fail to discharge his official duties, and no compensation shall be allowed for such time; but if said board shall be satisfied that such president, professor, instructor, or other person holding office in the university as aforesaid, had good cause for failing to discharge his official duties, then no part of his salary or compensation shall be deducted or withheld on account of such failure.

SEC. 10499. All youths, resident of the State of Missouri, over the age of sixteen years shall be admitted to all the privileges and advantages of the various classes of the practical, scientific, and literary departments of the University of the State of Missouri without payment of tuition, provided each applicant for admission therein shall possess such scholastic attainments and mental and moral qualifications as shall be prescribed in rules adopted and established by the board of curators; and provided further, that nothing herein enacted shall be construed to prevent the board of curators from collecting reasonable tuition fees in the law department and in the medical department and the necessary fees for supplies in the laboratories of the university or school of mines and establishing such fees for library and incidental expenses in other departments, not to exceed \$5 per annum, as they may find necessary.

SEC. 10500. No rule or regulation shall ever be established by the board which shall in any way limit the right of the students of the university or any of its departments to present their grievances and to ask for their redress by respectful petitions presented to the board.

SEC. 10501. The secretary of state is hereby required to procure and furnish to the library of the law department of the university five copies of every revision of the statutes made or approved by the general assembly of the State; five copies of each session act, whether regular, adjourned, or special; five copies of every report of the supreme court and of the courts of appeals hereafter issued and four copies of such reports heretofore issued as may be on hand, and five copies of such digests of said reports as may be selected by the dean of said department; and he shall also procure and furnish to the general library of the university and to the library of the school of mines two copies of each and every official report and publication issued by the State or any officer thereof; and, so far as he may be able to do so, he shall procure and furnish to said libraries two copies of each and every printed report of any corporation organized under the laws of this State or which may be authorized to do business therein.

SEC. 10502. He shall also, forthwith and from time to time, procure for said libraries the current collated or revised statutes of the several States, so far as it can be done by exchanging for the same the statutes of this State named in the preceding section. He shall further supply to the department of history and political economy so many copies of each and every official report and publication issued by this State or any officer thereof, excepting reports of the supreme court and of the courts of appeals, as may be needed to exchange for similar publications of other States.

SEC. 10503. Any person who shall knowingly sell, give, or in any manner dispose of any intoxicating liquor to any student of the University of the State of Missouri, or any school, or college, or academy in this State, shall be deemed guilty of a misdemeanor and shall, upon conviction, be punished by a fine of not less than \$40 nor more than \$400 or by imprisonment in the county jail not less than three months nor more than one year, or by both such fine and imprisonment; provided, that it shall be lawful for druggists to sell or give such liquor to any student upon the written prescription of a regular practicing physician in good standing; provided, that nothing in this section shall be so construed as to apply to any mercantile or business college.

SEC. 10504. There is hereby established a College of Agriculture and Mechanical Arts at Columbia and a School of Mines and Metallurgy at Rolla, provided for by the grant of the Congress of the United States, as distinct departments of the University of the State of Missouri.

SEC. 10505. The leading objects of said colleges shall be to teach such branches as are related to agriculture and the mechanic arts and mining, including military tactics, and without excluding other scientific and classical studies, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 10506. That the obligation of the State to the General Government, assumed by the acceptance of the land grant of July 2, 1862, may be more fully discharged, and in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, the board of curators of the University of the State of Missouri shall prescribe and adopt a liberal academic course of study to be taught in the School of Mines and Metallurgy, located at Rolla, in addition to the courses now taught in said school, and may confer the degree of bachelor of science upon all students who shall complete said course in said school to the satisfaction of the faculty thereof.

SEC. 10507. To effect the leading objects of the colleges, as herein established, it is provided that the students and members thereof shall be admitted to the library, museums, models, cabinets, and apparatus, and to all lectures and instructions of the university which now exist or may hereafter exist, and to all other rights and privileges thereof, in a manner as full and ample as are the students of any other department in said university; and to provide for instruction in military tactics, as herein required, it is enacted that in case a system of military education shall be established by Congress the University of the State of Missouri is hereby required by law to make the necessary provisions for carrying out the plan so established in connection with the institution; and furthermore, there is hereby established and created a perpetual fund, to be styled the "fund of the College of Agriculture and Mechanic Arts," to be derived from the sale or lease of the 330,000 acres of land granted by Congress to the State of Missouri by virtue of an act approved July 2, 1862, and from all additions to the same from public or private bounty, the principal of which fund shall remain forever inviolate and undiminished, to be invested in the manner hereafter specified, and the income thereof shall be placed at the disposal of the board of curators of the university of the State, three-fourths of which income shall be for the support of the College of Agriculture and Mechanic Arts aforesaid, and the remaining one-fourth for the support of the School of Mines and Metallurgy, in accordance with the provisions of this article and the acts of Congress aforesaid. (For the division of the subsidy of August 30, 1890, see section 10011 on p. 99; also section 10533, p. 96.)

SEC. 10508. The College of Agriculture and Mechanic Arts and the School of Mines and Metallurgy herein provided for shall have each a separate and distinct faculty whose officers and professors may be the same in whole or in part as the officers and professors in other colleges and departments of the university.

SEC. 10509. The College of Agriculture and the Mechanic Arts and the School of Mines and Metallurgy shall have power to confer degrees suitable to their designs and courses of study.

SEC. 10510. At the close of each university year the board of curators shall make a report to the governor in detail, exhibiting the progress, condition and wants of

the several colleges or departments of instruction in the university, the course of study in each, and the number and names of the officers and students, the amount of receipts and disbursements, together with the nature, cost, and results of all important experiments and investigations, and such other matters, including State industrial and economical statistics, as may be thought useful. The governor shall cause the same to be printed for the use of the general assembly and the people of the State, and shall cause one copy of the same to be transmitted by mail free of expense to all the colleges which may be endowed under the provisions of the act of Congress approved July 2, 1862, hereinbefore referred to, and also one copy to the Secretary of the Interior, and one copy to the Commissioner of Agriculture at Washington City. The governor shall cause the bulletins of the experiment stations to be printed as they are issued and separate from the annual report.

SEC. 10511. [As amended by act of March 11, 1901.] Inasmuch as all trust funds committed to the management of the State are to be deemed a sacred deposit, and to be vigilantly guarded from waste or wrongful use, it is provided that a board of visitors, to consist of five persons, three at least of whom shall be citizens eminent in agriculture and mechanic arts, and not less than two graduates of the university, shall be appointed by the governor. It shall be the duty of said visitors to meet at the university on the second Tuesday of November of each year, and make personal examination into the condition of the university, and report the result to the governor, suggesting such improvements and recommendations as they may think important, which report shall be published with the annual report of the curators. In case of nonattendance upon any annual meeting the office of any visitor shall become vacant in the same manner and with like effect as in the case of curators. The visitors shall receive no per diem, but they shall have their actual expenses paid.

SEC. 10512. The board of curators shall cause the lands which have been donated for the benefit of the College of Agriculture and Mechanic Arts to be examined, classified, and appraised by two or more competent agents, by them appointed, before the same are offered for lease or sale, and shall thereafter, either by direct action of the board or by a committee of its members, fix the price at the interest of which said land may be leased or at which it may be sold; and the said board may at any time change said price or it may withhold or withdraw from sale or lease any specific tract or parts of land or may designate which tract or parcel shall be sold only for cash in hand, or may attach contiguous subdivisions of land not to exceed a quarter section that are not to be separated in their sale or lease. Should it be discovered that the number of acres to which the State is entitled by act of Congress has not been selected, located, and confirmed, the said agent shall forthwith select the additional number of acres from the vacant lands of the United States within this State, so as to secure the full amount of 330,000 acres granted by the United States, and shall in like manner and with full effect as the commissioners created by the act of the general assembly of Missouri, approved March 19, 1866, have the same set apart and withdrawn from entry on the books of the United States Land Office; and said agents shall receive the same compensation for said services and for any and all other services performed in appraising said lands and for any other service under this chapter as was allowed the commissioners who selected the lands under said act of March 19, 1866, and they shall be paid in the same manner, and they shall also receive for their expenses a sum not to exceed \$2.50 a day for each person.

SEC. 10513. Any person who has heretofore made or may hereafter make actual settlement upon the lands of the College of Agriculture and Mechanic Arts shall be entitled to lease or purchase 320 acres or less, as he may choose, lying contiguous and including his improvement, in preference to any other person, his right being subject to the power of the board in regard to withholding or withdrawing from sale, or designating what may be sold for cash only, or what shall be attached for sale to adjacent subdivisions; and provided such settlers shall comply with the law and with the rules that may be adopted by the board in relation to lease or purchase, the same as is and shall be required by others: *And it is further provided*, That at or before a day to be specified in a notice to be published by the board, which notice shall be published for four consecutive weeks in some newspaper published in the county in which the lands lie, or, if none be there published, in a newspaper as near as may be to said county, the last insertion to be thirty days before the day named, such settler shall proceed to make proof of his claim in compliance with the rules aforesaid, or he shall forfeit all preference, and the lands shall be subject to lease or sale as other lands; *And it is further provided*, That the actual settlement referred to must be made prior to the first publication of the board herein referred to.

SEC. 10514. In case where any of said lands may be sold and a deed to the same is required to be made, the same shall be executed by the president of the board of curators, signed by him, with the seal of the corporation attached thereto, and attested by the secretary of the board.

SEC. 10515. The School of Mines and Metallurgy shall be empowered to utilize all implements, instruments, charts, specimens, etc., and the board of curators may establish when they deem proper a professorship of geology, said geologist to supervise the geological surveys that may be made by the School of Mines and Metallurgy.

SEC. 10516. There is hereby created the office of treasurer of the School of Mines and Metallurgy located in the county of Phelps, who shall be appointed by the board of curators and be subject to removal at their discretion. It shall be his duty to receive, keep, and disburse all moneys belonging to said School of Mines and Metallurgy, all moneys that shall be appropriated or apportioned for the purposes of said school, including one-fourth of the income arising from the fund of the College of Agriculture and Mechanic Arts, and all other money which may belong exclusively to the said school for building or for any other purpose. And the said treasurer shall perform all customary acts pertaining to his office, under direction of the board of curators, and make report of the same at the annual meetings of the board.

SEC. 10517. The treasurer of the School of Mines and Metallurgy shall keep his office in the city of Rolla, and upon his appointment, and before he enters upon the duties of his office, give bond to the State of Missouri to the use of the curators of the University of the State of Missouri, with at least two good and solvent sureties, in a sum not less than \$20,000, to be approved by the board and filed among their papers and records, conditioned that he will faithfully administer the funds of the School of Mines and Metallurgy coming into his hands, and disburse and invest the same according to the directions of the board of curators; and such bond shall be renewed every two years, or oftener if deemed necessary by the board. Until the next annual meeting of the board of curators such bond may be approved by the president of the board.

SEC. 10518. The treasurer of the board of curators shall pay over to the treasurer of the School of Mines and Metallurgy, as soon as he shall be appointed and his bond approved, and at all times hereafter, all moneys, bonds, and all property whatsoever in his hands which have been donated, or which have been or hereafter may be appropriated or apportioned, or in any manner belonging to said school for its support, or for any other purpose.

SEC. 10519. At each annual meeting of the board of curators the treasurer of the School of Mines and Metallurgy shall make out a full statement of his accounts, showing the amount of money which he has received according to the provisions of this article, as well as the items of expenditures, and when approved by the board a copy of the account shall be entered upon the record. He shall also furnish the board of curators an abstract of the amounts annually paid to the director and every professor, instructor, or other officer or employee of said school.

SEC. 10520. The compensation of the treasurer of the School of Mines and Metallurgy shall be fixed by the board of curators: *Provided*, That the same shall not exceed for any one year the sum of \$150.

SEC. 10521. The treasurer of the board of curators of the University of the State of Missouri at Columbia, and the treasurer of the School of Mines and Metallurgy, located in the county of Phelps, shall each be held accountable upon their official bonds, respectively, for all moneys and property which may come into their hands belonging to the university or any of its departments: *Provided*, That the treasurer of the board of curators at Columbia shall not be held accountable for any moneys or other property which may come into his hands belonging to the School of Mines and Metallurgy after the same shall have been paid over under the law to the treasurer of the School of Mines and Metallurgy at Rolla, nor shall the treasurer of the School of Mines and Metallurgy be held accountable on his official bond for any moneys which may come into the hands of the treasurer of the board of curators at Columbia and which may not have been paid over to the treasurer of said School of Mines and Metallurgy—the purpose of this section being to separate the funds and property belonging to each institution, and to hold the treasurers, respectively, responsible upon their official bonds only for all moneys and property which may come into their hands, and which belong to the institutions of which they are the treasurers.

SEC. 10522. There is hereby created and especially established a fund for the support of the University of the State of Missouri, the College of Agriculture and Mechanic Arts, and the School of Mines and Metallurgy to be denominated the "Seminary fund," which shall consist of: First, the proceeds of sale of seminary

lands as provided by act approved February 11, 1839, which money is invested in a State certificate of indebtedness of \$122,000, dated July 1, 1881, issued by the authority of act March 23, 1881, interest to be applied as directed by the board of curators. Second, the proceeds from the sale of 100 Missouri bonds, issued under act of March 29, 1872, represented by a State certificate of indebtedness of \$100,000, dated January 22, 1884, issued under act of March 31, 1883, interest to be applied as directed by the board of curators. Third, the proceeds of the sale of the lands donated to the State of Missouri by the United States for the support of the College of Agriculture and Mechanic Arts and the School of Mines and Metallurgy, by act of Congress, approved July 2, 1862, represented by State certificates of indebtedness of the following amounts and dates: July 2, 1883, \$242,000; November 1, 1883, \$5,000; January 30, 1884, \$5,000; April 19, 1884, \$35,000; April 2, 1885, \$5,000; February 25, 1886, \$5,000; January 1, 1888, \$5,000; December 15, 1888, \$5,000; May 15, 1889, \$5,000; July 1, 1891, \$5,000; May 15, 1893, \$5,000; July 1, 1895, \$22,881.19; April 9, 1895, \$5,000, representing a total of \$349,881.19, now issued or any certificates, which may hereafter be issued under general or special act of the general assembly; one-fourth of the interest on these funds shall be paid to the treasurer of the School of Mines and Metallurgy, at Rolla, for the maintenance of said institution, and the remainder to be applied for the maintenance of the College of Agriculture and Mechanic Arts. Fourth, the fund paid into the State treasury by authority of sections 10527, 10528, and 10530, represented by State certificate of indebtedness, dated July 1, 1898, for the amount of \$6,000, the interest to be applied to the maintenance of the State University, at Columbia. Fifth, the State certificate of indebtedness of \$646,958.23, derived from "direct tax" received from the United States, dated April 1, 1891, issued under act of March 26, 1891, four-fifths of the interest to be applied for the maintenance of the State University, at Columbia, and one-fifth for the School of Mines and Metallurgy, at Rolla. Sixth, the James S. Rollins scholarship fund of \$6,000, represented by a State certificate of indebtedness, issued under act of March 31, 1883, and interest to be applied to the maintenance of the "James S. Rollins University Scholarship." Seventh, the proceeds of sales of lands donated to the School of Mines and Metallurgy, at Rolla, represented by a State certificate of indebtedness of \$2,000, dated April 15, 1893, issued under act of March 31, 1883, interest on which shall be applied to the maintenance of the school of Mines and Metallurgy, at Rolla. Eighth, the State certificate of indebtedness of \$3,000, issued under act of April 1, 1895, dated April 1, 1896, four-fifths of the interest to be applied to the maintenance of the State University, at Columbia, and one-fifth to the School of Mines and Metallurgy, at Rolla, and also any other certificates which may hereafter be issued and held in trust for this fund under any general or special act of the general assembly. Ninth, the unclaimed proceeds of partition sales, as provided by act approved March 6, 1893, and by section 10530.

SEC. 10522. The seminary fund shall be and remain a permanent fund to be invested in accordance with the provisions of this chapter, and each division thereof aforesaid, constituting the same, shall be devoted exclusively to the purposes and objects expressed in the act of Congress or of the legislature relating thereto.

SEC. 10524. The State auditor and the State treasurer shall, respectively, perform like duties and possess the same powers in relation to the seminary fund and income, as they respectively are or may be required to perform or exercise in relation to public school funds and moneys, and shall account themselves, and shall require others to account to them, in the same manner as in relation to public school funds and moneys, except in cases otherwise provided.

SEC. 10525. The governor, the secretary of state, and attorney-general shall, by virtue of their respective offices, be commissioners of the "Seminary fund."

SEC. 10526. The certificates of indebtedness authorized to be issued to the permanent school fund of the State by act of March 23, 1881, and the certificates of indebtedness issued to the seminary fund shall be and remain sacred and irrevocable obligations of the State, unconvertible and untransferable from the purposes of their issue, but shall remain as so much of the permanent school fund and of the seminary fund as is represented in their amounts, respectively.

SEC. 10527. Hereafter whenever any of the remaining lands of the College of Agriculture and Mechanic Arts shall be sold amounting to \$5,000 and proceeds of sale thereof paid into the State treasury, a certificate of indebtedness shall be issued, payable twenty years after date, bearing interest at the rate of 5 per cent per annum, payable semiannually, and held in trust by the State as part of the seminary fund.

SEC. 10528. Said certificate of indebtedness shall be signed by the governor, countersigned by the secretary of state, and sealed by the great seal of the State;

shall be nonnegotiable, and shall be sacredly held and preserved in the State treasury as part of the seminary fund of the State.

SEC. 10529. The board of fund commissioners are hereby authorized and directed to place to the credit of the "seminary fund" all sums of money which have been or may hereafter be paid into the State treasury as the unclaimed proceeds of sales in partition under the provisions of the act of the general assembly approved March 6, 1893. For every amount so placed to the credit of the seminary fund the board shall issue a State certificate of indebtedness in like form and manner as other certificates issued under this act, due thirty years after date, and bearing interest at the rate of 5 per cent per annum from date, payable semiannually. Upon payment to any beneficiary of his share of the proceeds of sale under the terms of said act of March 6, 1893, the certificate issued thereon shall be canceled. Should any portion of the amount of any canceled certificate be withdrawn from the treasury a new certificate for the remainder shall be at once issued. The State auditor shall notify the secretary of the board of curators when any certificate is issued or canceled under the terms of this section.

SEC. 10530. Hereafter when any moneys shall be paid into the State treasury, from whatever source derived, whether by grant, gift, devise, or from any other source, to be added to either the "public school fund" or the "seminary fund" of the State, and when the same shall amount to \$1,000 the said board of fund commissioners shall issue a certificate of indebtedness of the State of Missouri like that provided for in sections 10527, 10528, and 10529, and in accordance with the terms of the gift, grant, or devise making addition to the public school fund or the seminary fund of the State, except in cases where moneys are acquired by special gift or devise a separate certificate shall be issued for each gift or devise and for the amount of such gift or devise, said certificate to be made payable twenty years after date, the interest thereon, to be paid semiannually, to be forever used and appropriated in accordance with law, and the gift, grant, or devise providing said fund for public educational purposes, under Article XI of the constitution of this State and an act approved March 16, 1881, entitled "An act to encourage and increase the public school fund of the State by grant, gift, or devise, as provided for in section 6 of Article XI of the constitution of Missouri, and to provide for its safe and permanent investment."

SEC. 10531. The certificates of indebtedness authorized to be issued under this article to the permanent public school or seminary fund of the State shall specify the purposes to which said funds are dedicated, the source from which derived, and the disposition of the interest to be paid on the same; they shall be printed on good parchment paper, and shall be and remain sacred irrevocable obligations of the State, unconvertible and untransferable from the purposes of their issue, as so much of the permanent "public school fund" or "seminary fund," the interest thereon to be appropriated regularly in accordance with the terms of said certificates, and to commence running from the payment of the money into the treasury of the State.

SEC. 10532. The State of Missouri is hereby constituted the custodian and is made the trustee of all moneys which may be paid into the State treasury under this article and of the certificates of indebtedness which may be issued under the same, and the honor and good faith of the State are hereby pledged for the faithful performance of the trust herein created.

SEC. 10533. [See also section 10507, supra, and section 10011, post.] All sums collected under the provisions of an act of Congress approved August 30, 1890, commonly known as the "Morrill bill," shall be paid as follows: One-sixteenth thereof for the benefit of the Lincoln Institute and one-fourth of the remainder to the treasurer of the school of mines at Rolla, Mo., and the remainder shall be paid to the treasurer of the State university for the benefit of the agricultural college.

SEC. 10537. * * * And if the same ["property granted, given, or devised"] be in money, or after the property is converted into money, it shall be securely invested and sacredly preserved as a part of the public school fund, as provided by the constitution of this State, whether the same be given for the free public schools or for the benefit of the University of the State of Missouri, and the annual income of which fund shall be invested, reinvested, appropriated, and disbursed and paid over according to the terms of the writing making such grant, gift, or devise, and for no other uses or purposes whatsoever.

SEC. 10538. For all property or money received under this article by the State treasurer he and his sureties shall be responsible for the safe-keeping, investment, reinvestment, and disbursement of the same on his official bond.

SEC. 10539. In all cases where any such grant, devise, or bequest, or gift has been made by any person * * * in aid of the University of the State of Mis-

souri, and from any cause the terms of such grant, gift, devise, or bequest can not be executed or carried out according to the terms and conditions of the same, it shall be lawful for the person or persons having charge thereof or holding the same in trust, or any person interested therein, to file a petition in the circuit court of the county where such grantor, donor, or testator died, setting forth all the facts connected therewith, and, in the discretion of the court in which said petition may be filed, an order may be made directing that the amount of such grant, gift, devise, or bequest shall be turned over to the treasurer of the State as a part of the public school fund [or of the seminary fund, as the case may be?], according to the terms and conditions of the article, and securely invested, reinvested, and sacredly preserved; the annual income on which fund shall be faithfully appropriated, as near as may be, in meeting and carrying out the purposes and wishes of such grantor, donor, deviser, or testator, according to the instrument of writing making such grant, gift, devise, or bequest.

SEC. 10540. The State of Missouri is hereby constituted the custodian and trustee of all such funds, and pledges itself for the safe-keeping, investment, and due application of all funds, with the interest thereon, which may be deposited in the treasury in pursuance of this article.

SECS. 10542-10560. [Refer to "the State veterinary surgeon" and prescribe his duties. As these sections appear in the "Revised Statutes" they form Article V of chapter 171, the caption of which is, "State University." This officer is a subordinate of the State board of agriculture.]

SEC. 10561. The military department of the University of the State of Missouri, as organized under section 1225, Revised Statutes of the United States, and section 10507 above, is created the Missouri State Military School.

SEC. 10562. The corps of cadets of the Missouri State Military School shall consist of appointees of senators and representatives and such students as may voluntarily enter such school. All appointments under this section shall be for the term of two years. Each senator and representative of the general assembly of Missouri shall have power to appoint a cadet from his district by the 1st day of August of each year, provided that if there shall be no application for such cadetship in any such district by the 1st day of August in any year, then such appointment may be made from any other district in this State, provided that in case of death, resignation, or expulsion from the university of any cadet from such district, the senator or representative thereof may fill such vacancy at any time. All appointees under this section shall pass the required examination for admission to the university.

SEC. 10563. Cadets receiving instruction, as provided in the preceding section, shall be matriculated in all academic, departments and in the College of Agriculture and Mechanic Arts of the university free from tuition and other fees.

SEC. 10564. The corps of cadets, as provided in the preceding sections, shall have the military organization prescribed for the National Guard of the State and be reckoned a part thereof, and as such entitled to all provisions as are or may hereafter be made for the National Guard of Missouri.

SEC. 10565. The military government and discipline of the cadets shall be prescribed by regulations prepared by the faculty of the university and approved by the governor of the State. The officers of the corps of cadets shall be appointed and commissioned by the governor of the State upon the recommendation of the faculty of the university, and shall have powers conferred by said regulations.

SEC. 10566. Cadets shall be individually responsible for all State property issued directly to them, and shall constitute a guard for the safe-keeping and preservation of all university property.

SEC. 299. All property which shall pass by will or by the intestate laws of this State from any person who may die seized or possessed of the same while a resident of this State or if decedent was not a resident of this State at the time of death, which property or any part thereof shall be within this State, or any interest therein or income therefrom which shall be transferred by deed, grant, bargain, sale, or gift, made or intended to take effect in possession or enjoyment after the death of the grantor, etc., to any person or persons, or to any body politic or corporate, either directly or in trust, or otherwise, or by reason whereof any person or body politic or corporate shall become beneficially entitled in possession or expectancy to any property or the income thereof, other than to or for the use of the father, mother, husband, wife, legally adopted children, or direct lineal descendant of the testator, intestate, grantor, bargainer, vendor, or donor, except property conveyed for some educational, charitable, or religious purpose exclusively, shall be and is subject to the payment of a collateral inheritance tax of \$5 for each and every \$100 of the clear market value of such property, and at

and after the same rate for every less amount, to be paid to the collector of revenue of the proper county (and for the purposes of this article the city of St. Louis shall be affected through its corresponding officers as if it were a county) for the use of the State, as hereinafter provided.

SEC. 302. [As amended by act of March 9, 1901.] The moneys received by the State treasurer under the provisions of this article shall be deposited in the State treasury to the credit of the fund now existing in the State treasury and known as the "State seminary moneys," for the maintenance, support, and better equipment of the buildings, apparatus, books, instruction, etc., of the University of the State of Missouri, to an amount not exceeding in any one year the equivalent of one-tenth of one mill upon every dollar of the assessed valuation of taxable property of this State for the said year: *Provided*, that one-fifth of all such moneys so received shall be devoted to the use of the School of Mines and Metallurgy, a department of the said university: *Provided further*, That if the net amount deposited in any one year by the State treasurer under the provisions of this act to the credit of the "State seminary moneys" be not equivalent to one-tenth of one mill upon every dollar of the assessed valuation of taxable property of this State for the said year, it shall be the duty of the State treasurer to make good this deficiency out of the first moneys received under the provisions of this article in the next succeeding year: *Provided further*, That all said moneys shall be disbursed in pursuance of regular appropriations of the general assembly in accordance with the provisions of section 5691.

SEC. 1011. Nothing contained in this article [chapter 12, private corporations, article 1, organizations, general powers, duties and liabilities, etc.] shall be construed to extend to any county or township, or to any public university, academy, seminary, or school incorporated by the laws of this State.

SEC. 7723. The curators of the State University * * * shall report to the State superintendent of public schools on or before the 31st day of August of each year concerning the condition, improvements, and necessities of said institutions, which report shall be published as a part of the State superintendent's annual report.

SEC. 8146. All saline and seminary lands, and all lands granted to this State by an act of Congress approved September 4, 1841, remaining unsold, may be disposed of at private sale in sections, half sections, quarter sections, half quarter sections, and quarter quarter sections.

SEC. 8147. The person wishing to purchase any of said lands shall pay into the treasury of the State the sum of \$1.25 per acre for the tract he may wish to purchase; and the treasurer shall give to the person thus paying duplicate certificates stating the amount of money received, from whom received, the section or subdivision of a section sold, the township and range, and number of acres.

SEC. 8398. It shall be the duty of the governor, on or before the 1st day of December, in the year 1882, and every two years thereafter, to appoint a special committee of three persons, consisting of one member of the State senate and two members-elect of the house of representatives, whose duty it shall be to visit and examine the asylums, State University, and other institutions of the State, except those at the seat of government.

SEC. 8399. The committee appointed under the provisions of this article shall meet at the city of Jefferson at such time as may be designated by the governor, and, after first taking the oath of office prescribed for members of the general assembly, shall proceed to the seat of government; and such committee shall be authorized to employ one expert accountant to assist them in their work.

SEC. 8400. The committee shall be authorized to administer oaths and examine persons under oath touching the management and administration of the affairs of said institutions, and shall have free access to all the papers, books, and records of said institutions; and such committee shall make a report of such visitation and examination to the general assembly within ten days after the organization of each regular session thereof, showing the condition and management of said institutions, the receipts of money from all sources, and the disbursement of the same, and such other facts and recommendations as may be deemed pertinent for the information of the general assembly.

SEC. 8401. Each member of such committee and their accountant shall receive the sum of \$5 per day for the time actually and necessarily employed in the performance of the duties required under this article, and also their actual traveling expenses necessarily incurred while in the performance of such duty—a statement of the number of days employed and the items of such expenses to be returned to the chairman of such committee—and the same shall be audited and allowed by the State auditor out of the contingent expenses of the general assembly, on the certificate of the chairman of the committee, approved by the governor.

SEC. 10005. There is hereby established, in connection with the Lincoln Institute at Jefferson City [originally a colored normal school], an academic department for the higher education of the negro race, including a college and a preparatory school for said college, to be under the control of the board of regents of said institute.

SEC. 10006. Said board may from time to time, and as the growing necessities of this department may demand, introduce such studies as are pursued in the academic department of the State University; shall employ necessary instructors; shall confer by diploma such degrees as are usually conferred upon students and graduates of colleges, and shall have power to make such rules and regulations not in conflict with the laws of this State as they may deem necessary for the management of said academic department.

SEC. 10007. The president of the board of regents shall, in addition to his annual report to the State superintendent of public schools, as required by law, report in like manner the condition of the said academic department.

SEC. 10008. There is hereby established [laws 1891] as a department of Lincoln Institute an industrial school, in order that the negro youths of this State may receive instruction in those branches of study relating to agriculture and the mechanic arts, and thereby fit themselves to engage in the useful trades.

SEC. 10009. The said industrial department shall be under the control of the board of regents of Lincoln Institute, who shall employ teachers, confer by diploma such degrees as are usually conferred in schools of a similar character, and shall have power to make such rules and regulations as they may deem necessary for the government of this department.

SEC. 10010. The president of the board of regents of Lincoln Institute shall, in addition to his annual report to the State superintendent, report in like manner the condition of the said industrial department.

SEC. 10011. The Agricultural and Mechanical College and the School of Mines and Metallurgy of the State of Missouri, established exclusively for the benefit of white students, shall receive annually such proportion of the money granted to the States and Territories for the more complete endowment and support of the colleges for the benefit of agriculture and mechanic arts, as provided in an act of Congress approved August 30, 1890, as the whole number of white children of school age (as appears by an annual return of the enumeration of such children to the State superintendent of public instruction) may bear to the whole number of such school age, both white and black, as may appear by said annual return to the State superintendent, as above provided, and the agricultural and mechanical college established by the provisions of this article at Lincoln Institute, for the exclusive benefit of colored students, shall receive the residue of said money granted, to be received and paid out as provided by section 10013.

SEC. 10012. [Requires the superintendent of public instruction to certify correctly the statistics required in section 10011 to the Secretary of the Interior of the United States.]

SEC. 10013. [Requires the State treasurer to pay "to each of said colleges its just and proper proportion, as provided by section 10011, upon the order of the treasurers of each or other proper and legal authority."]

SEC. 10014. The passage of this article and the execution in good faith of the provisions of the same shall be deemed to all intents and purposes a full and complete assent on the part of the State of Missouri to the act of Congress granting said money for the purposes aforesaid, as required by section 2 of said act of Congress approved August 30, 1890, with all the conditions and limitations imposed by said last-recited act of Congress upon the State of Missouri, and the State of Missouri pledges its faith and credit that it will on its part carry out and execute said conditions and limitations.

SEC. 10015. [Requires the secretary of state, when requested by the board of regents of Lincoln Institute, to forward to the Secretary of the Interior of the United States a certified copy of the act relating to the subsidy of 1890, and, further, to notify him when the buildings are ready for use.]

Laws of 1901. [Appropriation act for the years 1901 and 1902 carries \$5,000 for the support of the State cadets at the State University, one-half or less to be expended in each year of the biennial period which appropriation covers: for the support, maintenance, and improvement of the State University at Columbia, \$152,700, in addition to the regular income provided by law. For the support and maintenance of the Rolla School of Mines, \$32,000; for the support, maintenance, and improvement of the Lincoln Institute, at Jefferson City, Mo., \$42,590.]

Ibid., act of April 17, 1901: SECTION 1. In order to aid in the development of the dairy industry of this State, there is hereby established in the College of Agricul-

ture and Mechanic Arts of the University of the State of Missouri a chair of dairy husbandry.

SEC. 2. The board of curators of the university shall, as soon as possible after the taking effect of this act, fill this chair by the appointment of a well-recognized expert in all matters pertaining to dairying and dairy husbandry.

SEC. 3. The duties of the professor of dairy husbandry, provided for in the foregoing sections, shall be to give instructions in the practical details of the selection, breeding, feeding, and management of dairy herds, of the production of milk at the least cost, of the manufacture of butter, the different kinds of cheese, and the marketing of the same, to the farmers of the State by means of public lectures and practical demonstrations throughout the State, through the farmers' institutes, the public press, and the issuing of reports and bulletins on these subjects; also to give instructions in all these subjects and in creamery management to the students in the agricultural college of the university. It shall be the further duty of the professor of dairy husbandry to make such experiments in the breeding and feeding of dairy cattle, in the handling of milk, and in the manufacture of butter and cheese at the experiment station as may be deemed [advisable?] by the dairy interests of the State and that the board of curators may direct.

SEC. 4. [Appropriates \$5,000.]

MONTANA.

Constitution, Article XI: SEC. 9. No religious or partisan test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the State, either as teacher or student; nor shall attendance be required at any religious service whatever; nor shall any sectarian tenets be taught in any public educational institution of the State; nor shall any person be debarred admission to any of the collegiate departments of the university on account of sex.

SEC. 11. The general control and supervision of the State University and the various other State educational institutions shall be vested in a State board of education, whose powers and duties shall be prescribed and regulated by law. The said board shall consist of 11 members, the governor, State superintendent of public instruction, and attorney-general being members ex officio; the other eight members thereof shall be appointed by the governor, subject to the confirmation of the Senate, under the regulations and restrictions to be provided by law.

SEC. 12. The funds of the State University and of all other State institutions of learning, from whatever source accruing, shall forever remain inviolate and sacred to the purpose for which they were dedicated. The various funds shall be respectively invested under such regulations as may be prescribed by law, and shall be guaranteed by the State against loss or diversion. The interest of said invested funds, together with the rents from leased lands or properties, shall be devoted to the maintenance and perpetuation of these respective institutions.

[The following matter is taken from "The Codes and Statutes of Montana in force July 1, 1895, as amended and adopted by the fourth legislative assembly, together with other laws continued in force, compiled by D. T. Wade, commissioner, annotated." 2 vols. Butte, Mont., 1895.]

SEC. 1620. The Agricultural College of Montana is established and located at ———, and has for its object instruction and education in the English language, literature, and mathematics, civil and mechanical engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed by the State board of education, political, rural, and household economy, agriculture, horticulture, moral philosophy, history, bookkeeping, and especially the application of science and the mechanical arts to practical agriculture in the field, and irrigation and the use of water for agricultural purposes. Such agricultural college may be connected with the State University, under such regulations as the State board of education may prescribe.

SEC. 1621. The control and supervision of such college is vested in the State board of education, which may prescribe all rules therefor.

SEC. 1622. The Agricultural College of the State of Montana is established and located at the city of Bozeman, or within 3 miles of the corporate limits of said city, upon such tract or tracts of land, conforming in the aggregate not less than 80 acres, and as much more as shall be selected by the State board of education, as hereinafter provided; and said college has for its leading objects and purposes, without excluding other scientific and classical studies, and including military

tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the State board of education and any subordinate boards, by such State board appointed, may prescribe.

SEC. 1623. It shall be the duty of the State board of education, within ninety days from the date of the passage of this act, if then organized, but if not organized then within ninety days from the organization of the said board, to select the site for the definite and permanent location of said Agricultural College of Montana and agricultural experiment station, which site shall be at the city of Bozeman, or within 3 miles of the corporate limits of said city of Bozeman; and said State board of education shall at once take steps or proceedings for procuring the title to the tract or tracts of land so selected by them, and they may and are hereby empowered to enter into contracts, in the name of the State of Montana, for the purchase of said tract or tracts of land so selected, and may execute such obligations for the payment of the same as will mature when the probable income from the fund of said agricultural college and agricultural experiment station, or either of them, will pay for the same. The said State board of education are hereby authorized and empowered to accept, in the name of the State of Montana, such gifts of land and money as may be tendered to aid in the purchase of said site. They shall appropriate the same to that purpose and take the proper and necessary conveyances of said tract or tracts of land in the name of the State. All lands and money acquired as provided in this section shall be taken and held for the sole use and benefit of said agricultural college and said agricultural experiment station.

SEC. 1624. The general control and supervision of such college is vested in the State board of education, which board may prescribe all rules therefor.^a

SEC. 1625. The governor, by and with the advice and consent of the State board of education, may designate and appoint an executive board, consisting of five members, at least three of whom shall be residents of the county wherein said institution is situated, which executive board shall have the immediate direction and control of the affairs of said college, subject only to the general supervision and control of said State board of education. Such executive board shall serve during the term of the State board of education, unless sooner removed.

SEC. 1626. The executive board is authorized to choose and appoint a president and faculty of said college, who shall serve as such for such time and receive such compensation as the executive board may prescribe, subject to the approval of the State board of education.

SEC. 1627. The executive board shall appoint a secretary thereof, who may also act as treasurer of said board and who may not be a member thereof, and such secretary and treasurer shall give bond with good and sufficient surety for the faithful performance of his duties as such and for the faithful accounting for and paying over to the said State board of education, to and for the use of said college, all moneys received by him as treasurer, in such sums as said State board of education may prescribe.

SEC. 1628. There is also located and established on the lands so to be selected by the State board of education, in connection with said agricultural college and under its direction, an agricultural experiment station, to aid in acquiring and diffusing among the people of the State of Montana useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiments respecting the principles and application of agricultural science, which experiment station is established under and by virtue of the authority contained in the act of Congress entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several States, under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto," approved March 2, 1887, and the provisions, donations, and benefits contained in said act of Congress, and in all other acts of Congress relating to agricultural experiment stations and agricultural colleges now in force and all acts supplementary thereto or amendatory thereof are, by the State of Montana, hereby accepted and adopted.

SEC. 1629. Said agricultural experiment station is hereby placed under the supervision and control of the State board of education, and the executive or subordinate board or authority who may be by the governor, by and with the consent and advice of the State board of education, appointed.

SEC. 1630. The State board of land commissioners of the State of Montana is hereby authorized to issue bonds to the amount of \$100,000; the minimum denomination of such bonds shall be \$250 and the maximum denomination \$1,000 each, said bonds to be known as the "Montana Agricultural College bonds," to bear date

^aCf. section 1621.

July 1, 1895, to become due twenty-five years after date, and payable after ten years after date thereof; said bonds shall bear interest at the rate of not more than 6 per cent per annum, payable semiannually on the 1st day of January and July of each year at the office of the State treasurer of the State of Montana. Said bonds shall run from the State board of land commissioners of the State of Montana to bearer, and shall be signed by the State board of land commissioners and countersigned by the secretary of state, who shall attach his seal thereto.

SEC. 1631. The bonds provided for in section 1630 shall be issued and sold as soon as possible after the passage of this act.

SEC. 1632. All funds realized from the sale or leasing of the lands (being 50,000 acres) granted by the United States to the State of Montana for the establishment and maintenance of an agricultural college, under and by virtue of the provisions of section 17 of the act of Congress, approved February 22, 1889, entitled "An act to provide for the division of Dakota into two States, and to enable the people of North Dakota, South Dakota, Montana, and Washington to form constitutions and State governments, and to be admitted into the Union on equal footing with the original States, and to make donations of public lands to such States," are hereby pledged as security for the payment of the principal and interest of the bonds authorized by this act [section 1630], and all moneys or revenue derived from the said lands or from any of them, whether on account of sale, lease, sales of timber, or otherwise, are hereby set apart and shall constitute a fund for the payment, as hereinafter provided, of the principal and interest of the said bonds, which bonds shall be a first lien on said agricultural college bond fund.

SEC. 1633. It shall be the duty of the State treasurer to keep all moneys derived from the agricultural college lands hereinbefore mentioned in a separate fund, to be known and designated as the "agricultural college bond fund," and out of the money in such funds he shall pay, after approval by the State board of examiners, (a) the cost and expenses of the issuing of the bonds herein provided for; (b) the interest on the bonds herein authorized, when due; and (c) when such bonds shall become payable he shall call in and pay them as rapidly as the money in such fund will permit, after providing for the interest. That in the event there shall not be sufficient funds in the agricultural college bond fund to pay the interest when due, the board of State examiners shall, by an order entered upon their minutes, cause warrants to be issued on the agricultural college bond fund for the amount of the interest due; and the warrants so issued shall draw interest at the rate of 6 per cent per annum; and said warrants shall be paid by the treasurer as soon as sufficient funds accumulate in said fund to pay the same; and by reason of the delivery of said warrants to the holders of said bonds, in satisfaction of accrued interest, there shall be no default in the payment of interest.

SEC. 1634. It shall be the duty of the State treasurer to give notice, by advertising, for not less than two weeks, daily, in one newspaper published in the city of Helena, Mont., and in one newspaper published in the city of New York, N. Y., that he will on the 2d day of April, 1895, sell \$100,000 of the bonds herein authorized, and will receive bids therefor, and said bonds shall on said day be by him sold to the highest bidder.

SEC. 1635. The money derived from the sale of said bonds shall be used to erect, furnish, and equip buildings for the use and benefit of the Agricultural College of the State of Montana, at the city of Bozeman, in said State.

SEC. 1636. Immediately upon the receipt of the money, the proceeds of the sale of said bonds, the State treasurer shall turn over the same to the treasurer of the agricultural college, and it shall be disbursed by him on orders of the executive board of the said agricultural college in the erection and furnishing of a suitable building or buildings for the use and benefit of the agricultural college upon plans and specifications first submitted to and approved by the State board of education: *Provided, however,* That the general supervision of the construction and erection of such building or buildings and the furnishing and equipping thereof shall be under the control of the State board of education.

SEC. 1637. Nothing in this act shall be so construed as to in any wise hold the State of Montana liable for the payment of the bonds herein authorized or interest thereon.

Laws, Resolutions, and Memorials, 1897: Appropriation bill carries an item of \$10,500 for maintenance and furnishing of agricultural college.

Ibid., 1899: Appropriates \$12,660 for furnishing and fitting the agricultural college.

Ibid., 1901: Appropriates for 1901, \$10,000 for maintenance and \$15,000 for steam-heating plant; for 1902, \$10,000 for maintenance, \$2,000 for irrigation, and \$2,500 for the erection of a dairy department.

NEBRASKA.

Constitution of 1875, Article VIII: SECTION 1. The governor, secretary of state, treasurer, attorney-general, and commissioner of public lands and buildings shall, under the direction of the legislature, constitute a board of commissioners for the sale, leasing, and general management of all lands and funds set apart for educational purposes and for the investment of school funds in such manner as may be prescribed by law.

SEC. 2. All lands, money, or other property granted or bequeathed or in any manner conveyed to this State for educational purposes shall be used and expended in accordance with the terms of such grant, bequest, or conveyance.

SEC. 8. University, agricultural college, common school, or other lands which are now held or may hereafter be acquired by the State for educational purposes shall not be sold for less than \$7 per acre, nor less than the appraised value.

SEC. 9. All funds belonging to the State for educational purposes the interest and income whereof only are to be used shall be deemed trust funds held by the State, and the State shall supply all losses thereof that may in any manner accrue, so that the same shall remain forever inviolate and undiminished, and shall not be invested or loaned except on United States or State securities or registered county bonds of this State; and such funds, with the interest and income thereof, are hereby solemnly pledged for the purposes for which they are granted and set apart, and shall not be transferred to any other fund for other purposes.

SEC. 10. The general government of the University of Nebraska shall, under direction of the legislature, be vested in a board of six regents, to be styled "the board of regents of the University of Nebraska," who shall be elected by the electors of the State at large, and their term of office, except those chosen at the first election as hereinafter provided, shall be six years. Their duties and powers shall be prescribed by law, and they shall receive no compensation, but may be reimbursed their actual expenses incurred in the discharge of their duties.

SEC. 11. No sectarian instruction shall be allowed in any school or institution supported in whole or in part by the public funds set apart for educational purposes, nor shall the State accept any grant, conveyance, or bequest of money, lands, or other property to be used for sectarian purposes.

[The following matter has been taken from "The compiled statutes of the State of Nebraska, 1881, with amendments, 1882 to 1901, comprising all laws of a general nature in force July 1, 1901, published under the authority of the legislature by Guy A. Brown and Hiland H. Wheeler," Lincoln, Nebr., 1901.]

SEC. 5203. There shall be established in this State an institution under the name and style of The University of Nebraska.

SEC. 5204. The object of such institution shall be to afford to the inhabitants of this State the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts.

SEC. 5205. The general government of the university shall be vested in a board of six regents, elected by the electors of the State at large, according to the provisions of the constitution of 1875. Vacancies occurring in the board between one general election and another may be filled by the governor: *Provided, always,* That any person thus appointed to fill a vacancy shall hold his office until the next general election succeeding his appointment and no longer.

SEC. 5206. The board of regents shall have full power to appoint their own presiding officer and secretary; and they shall constitute a body corporate to be known as "The regents of the University of Nebraska," and as such may sue and be sued, and may make and use a common seal and alter the same at pleasure. They may acquire real and personal property for the use of the university and may dispose of the same whenever the university can be advantaged thereby: *Provided,* They shall never dispose of grounds upon which buildings of the university are located without consent of the legislature.

SEC. 5207. The regents shall have power, and it is made their duty, to enact laws for the government of the university; to elect a chancellor, who shall be the chief educator of the institution, and the prescribed number of professors and tutors and a steward; to prescribe the duties of all the professors and officers and to fix their compensation. They shall have power to remove any professor or officer, but only upon the proof of written charges and after affording to the person complained against an opportunity for defense.

SEC. 5208. That on and after the publication of this act the professor of botany at the State University shall be ex officio the acting State botanist; the professor of geology shall be ex officio the acting State geologist; the professor of chemistry shall be ex officio the acting State chemist, and the professor of entomology shall be ex officio the acting State entomologist.

SEC. 5209. It shall be the duty of these members of the faculty to give special attention to the interests of this State in their respective departments, to furnish all information requested by any official of this State, and to properly arrange and exhibit the collections in their departments, or some portion of these collections, with special reference to showing the varied resources of this State: *Provided*, That this work shall be so conducted as not to interfere with their original duties as instructors at the university.

SEC. 5210. No compensation shall be claimed or allowed on account of services rendered under the provisions of this act.

SEC. 5211. The university may embrace five departments, to wit: (1) A college of literature, science, and art; (2) an industrial college, embracing agriculture, practical science, civil engineering, and the mechanic arts; (3) a college of law; (4) a college of medicine; (5) a college of the fine arts.

SEC. 5212. The regents shall be empowered to establish in these several colleges such chairs of instruction as may be proper and so many of them as the funds of the university may allow. They shall also be authorized to require professors to perform duties in more than one of the several colleges whenever they shall deem it wise and proper so to do.

SEC. 5213. The governor shall set apart two sections of any agricultural-college land or saline land belonging to the State, and shall notify the State land commissioner of such reservation, for the purpose of a model farm as a part of the college of agriculture, and such land so set apart shall not be disposed of for any other purpose.

SEC. 5214. The several buildings of the university shall all be erected within a radius of 4 miles from the statehouse.

SEC. 5215. The regents shall, when the number of students in any particular branch of study shall require, elect one or more tutors to give instruction in such branch of study, but such tutors shall not be considered as belonging to the faculty of the college in which they may be employed.

SEC. 5216. The immediate government of each college shall be by its own faculty, which shall consist of the professors therein, but no course of study shall be adopted or series of text-books used without the approval of the board of regents.

SEC. 5217. The board of regents shall have exclusive authority to confer degrees and grant diplomas, but each college may, in its discretion, grant rewards of merit to its own students. No student shall, upon graduation, receive any diploma or degree unless he shall have been recommended for such honor by the faculty of the college in which he shall have pursued his studies. The regents shall also have power to confer the usual honorary degrees upon other persons than graduates of this university in recognition of their learning or devotion to literature, science, or art, but no degree shall be conferred in consideration of the payment of money or other valuable thing.

SEC. 5218. The fee of admission to any college in the university shall be \$5 each for all persons, and the amount arising therefrom, together with all other tuition fees, shall be paid into the hands of the university treasurer, and shall be held as a library fund, and the board of regents shall annually appropriate the same for the purchase of books for the university library. A reasonable course of study shall be prescribed by the board of regents precedent to admission, and no applicant who shall fail to pass an examination in any part of such course shall be admitted: *Provided*, Any person who shall produce a certificate from a county superintendent of common schools that he has passed honorably through the course of study prescribed in a high school under the common school laws of the State may be admitted without further examination.

SEC. 5219. All persons residing within the State, and who shall fill the requirements of the preceding section, may be admitted to any organized college of the university, and students entering the college of literature, science, and art or the industrial college shall not be required to pay any other tuition fee than the matriculation fee during the term of four years. All other students in these colleges and all who elect to remain under instruction for a longer term than four years shall be required to pay such fees as the board of regents may determine. Students may be admitted to the colleges of law, medicine, and fine arts upon such terms and be required to pay such tuition and fees as the board of regents may determine. Persons not residents of this State may be admitted to the privileges of the university in any college or department thereof, if otherwise qualified, upon such terms as to the payment of tuition and other fees, in addition to a matriculation fee, as the board of regents may prescribe.

SEC. 5220. The regents shall procure all text-books to be used in the university and shall furnish them to students at cost. The regents may, upon proper evidence of the good character of any student and his or her ambition to acquire an

education and inability to provide his or her own means therefor, donate to such student all text-books he or she may need, and by a two-thirds vote may appropriate money to pay other expenses for such student, provided such student will render an immediate equivalent in personal service for such appropriation or give a sufficient obligation that he or she will reimburse the regents within five years.

SEC. 5221. No person shall because of age, sex, color, or nationality be deprived of the privileges of this institution. Provision shall be made for the education of females apart from male students in separate apartments or buildings: *Provided*, That persons of different sexes of the same proficiency of study may attend the regular college lectures together.

SEC. 5222. The regents shall provide a rule for attendance upon the agricultural college and civil engineering and scientific courses by persons whose employments are such as to allow of their pursuit of study only a portion of the year.

SEC. 5223. The board of regents shall, at least ten days prior to the meeting of each regular session of the legislature, transmit to the governor, to accompany his message, a printed report of all their doings since their last report, giving in detail all receipts and expenditures of money and furnishing an estimate of future income and expenses, a catalogue of professors, officers, and students for the year, with such other information and recommendations as will apprise the legislature fully of the conditions and wants of the university.

SEC. 5224. The several funds for the support of the university shall be constituted and designated as follows: (1) The permanent endowment fund; (2) the temporary university fund; (3) the university cash fund; (4) the United States "Morrill fund;" (5) the United States experiment station fund. The permanent endowment fund shall be kept in two accounts: In the first account, all moneys derived as principal from the sale of lands donated to the State by the United States (to establish and endow a State university) under the act of Congress of April 19, 1864; in the second account, all moneys derived as principal from the sales of lands donated to the State by the United States to provide colleges for the benefit of agriculture and the mechanic arts by an act of Congress approved July 2, 1862. All moneys acquired by the university by donation or bequest (including money derived as principal from the sale of lands or other property so acquired), where no particular object or purpose is specified by the donor or deviser, shall belong to either one of the two accounts of said permanent funds, as the board of regents may determine and order. Donations or bequests made for the benefit of the university (including moneys derived as principal from the sale of lands or other property so acquired) with particular objects or uses specified, and the interest or income of which only is to be used, shall belong to either of the said two accounts of the permanent fund, as the board of regents may determine and order. The interest and income of donations made without special objects or uses specified may be used and applied by the board of regents to any needs of the university. The interest and income of donations made with particular objects and uses specified shall be applied by the board of regents to such particular objects and uses only. All moneys belonging to the permanent university fund shall be invested in the manner now provided by law for the investment of the permanent school fund of the State, in the same kind of securities and by the same officers charged with that duty by law. The permanent endowment fund shall never be appropriated by the legislature nor be expended for any purpose whatsoever. The temporary university fund shall consist of the proceeds of the investments of the permanent fund; of the rental of the university and agricultural college lands leased, and the interest upon deferred payments on sales of the lands aforesaid; of the rentals or income of lands or other property donated without particular objects or uses being specified, and a tax of 1 mill upon the dollar of valuation of the grand assessment roll of the State, which tax shall be levied in the year 1899 and annually thereafter. All moneys accruing to this fund are hereby appropriated for the maintenance of the university, including buildings and permanent improvements, and the same may be applied by the board of regents to any and all university needs except the income from donations made for particular purposes, which income shall be used and applied as hereinbefore specified only. The university cash fund shall consist of the matriculation and diploma fees, registration fees, laboratory fees, tuition fees, summer "session" or school fees, and all other moneys or fees collected from students by the authority of the board of regents for university purposes. To this fund shall belong also all moneys received from sales of live stock, farm products, dairy school products, or other like income from the experiment-station farm. The moneys accruing to this fund shall be used for the following purposes exclusively: The matriculation and diploma fees, for the purchase of books for the university libraries; the registration and summer school fees, to assist the maintenance of

the summer school, school of agriculture, or other special schools; the laboratory fees, for laboratory expenses and the purchase of laboratory apparatus and supplies; the tuition fees, for instruction in and expenses of the various colleges or schools for which the same are collected; the income from the farm, for the general expense and up keep of the farm, its stock and equipment, farm labor, and minor repairs to farm property. All moneys accruing to the university cash fund are hereby appropriated to the specific uses hereinbefore mentioned, and shall at all times be subject to the orders of the board of regents accordingly: *Provided*, That no warrant shall be issued against said fund unless there is money in the hands of the State treasurer sufficient to pay the same. The board of regents shall cause all moneys which are received by its authority at the university from students thereof for any purpose mentioned in this chapter, also all moneys received at the university by the authority of said board from sales of farm products, stock, or other property, to be paid over from time to time as the same are received to the State treasurer, to be placed to the credit of the proper fund: *Provided*, That the said board of regents may retain in its possession until the close of the summer school in each year a sufficient sum out of said moneys to make settlement with students having money on deposit for expenses in the various laboratories, to make equitable adjustment with students who, having paid tuition or other fees in advance, may be necessarily called away from the institution for an indefinite period, and to provide against other like contingencies. The said board of regents may require its secretary, in addition to his other duties, to perform all acts necessary to carry into effect the provisions of this section relating to the university cash fund and the moneys belonging thereto. The United States "Morrill fund" shall consist of all moneys appropriated by the United States to this State for its university to aid instruction and to furnish the facilities for instruction in certain branches in accordance with the provisions of an act of Congress approved August 30, 1890. The said fund shall be applied exclusively to the uses and purposes prescribed by the act or acts of Congress relating thereto, and said fund is hereby appropriated accordingly, and shall at [all?] times be subject to the orders of the board of regents for the purpose specified by act of Congress only. The agricultural experiment station fund shall consist of all moneys which may come into the possession of the State treasurer on and after July 1, 1899, accruing under an act of Congress approved March 2, 1887, entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and the acts supplementary thereto;" also all moneys which may hereafter be received by virtue of any act of Congress supplemental to said agricultural experiment station act and for the same purposes. The said experiment station fund is hereby appropriated to be applied exclusively to the uses and objects designated by the said act or acts of Congress relating thereto, and the same shall at all times be subject to the orders of the board of regents for expenditure for said uses only. The State treasurer shall be the custodian of all the funds of the university. Disbursements from the four funds last named herein shall be made in accordance with the provisions of law relating to the disbursement of university funds in the hands of the State treasurer as provided by law.

SEC. 5226. The regents shall meet at least twice in each year at the university building. They shall receive for their services no compensation, but they may be reimbursed their actual expenses incurred in the performance of their official duties.

SEC. 5227. No superstructural work upon any building for the university shall be commenced until the designs and plans therefor shall have been submitted to the board of regents by the commissioners for public buildings, and the architect thereof shall be required, before allowing any such superstructure to be erected, to make such alterations in the plans and specifications as may be directed by a majority of the regents.

SEC. 5228. The regents shall have power to enact laws for the government of the university; to elect a chancellor and the prescribed number of professors and tutors, and a steward; to prescribe the duties of all the professors and officers, and to fix the compensation. They shall have power to remove the chancellor, and any professor or tutor, when the interests of the university shall require it.

SEC. 5229. The office of the treasurer of the university is hereby abolished, and the State treasurer is made custodian of the funds, to whom the present treasurer of the university shall turn over, within sixty days, all moneys, securities, books, and papers pertaining to that office.

SEC. 5230. Disbursements from the university fund shall be made by the State treasurer upon warrants drawn by the auditor, who shall issue warrants upon

certificates issued by the board of regents, signed by the secretary and president. All money accruing to the university fund is hereby appropriated to the use of the State university.

SEC. 5232. All male students now attending or who may hereafter attend the University of Nebraska, and who are required by the rules and regulations that are or may be established by the board of regents of the university for the government of the military department to attend upon the studies or other exercises of said department, shall be organized under the form of the battalion into a body which shall be known and styled the "university cadets."

SEC. 5233. The officers of the cadet battalion for duty at and while in attendance upon the university shall be appointed by the commandant in charge of the department, by detail of the General Government, and they shall be directly responsible to him in the discharge of all their duties as such officers.

SEC. 5234. All persons holding appointments under the commandant of the military department of the university as officers of the cadet battalion at the time of their graduation from the university, between and including the ranks of second lieutenant and colonel, shall be certified with their proper rank to the governor of the State by the military officer in charge and the chancellor of the university, and thereupon the governor is authorized and directed to issue his commission in due form to all such persons so certified to him. All persons so commissioned by the governor shall hold their commissions as retired officers of the university cadets, liable to be called into service by the governor in case of invasion, insurrection, or rebellion, in the same manner as the State militia.

SEC. 5235. The adjutant-general of the State shall issue such arms, munitions, accouternments, tents, and equipments for the temporary or permanent use of the university cadets as the board of regents may require and the governor approve. All property so issued and not intended merely for temporary use, or for consumption or expenditure, shall be receipted for to the adjutant-general by the chancellor or other proper officer of the university, and the same shall be subject to return upon demand of the adjutant-general whenever the necessities of this State require.

SEC. 5236. The selection of officers of the university cadet battalion for duty during the attendance upon the institution shall be made upon a basis involving both scholarship and capacity and fitness for command, and according to such rules and regulations as the board of regents may prescribe. The board of regents shall make all needful rules and regulations to carry into effect the purposes of this act consistent with the constitution and laws of the State.

SEC. 5237. The commandant or officer in charge of the military department of the university shall make quarterly reports to the adjutant-general of the State, showing the number, organization, discipline, and equipment of the university cadets.

SEC. 5238. Whereas the Forty-ninth Congress of the United States, at its second session, passed an act commonly known as the "Hatch bill," to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act of July 2, 1862, and the acts supplementary thereto; and whereas said act of Congress provides among other things that it shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of foods for domestic animals; the scientific and economic questions involved in the production of butter and cheese, and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective States or Territories; and whereas the said act of Congress declares that a leading object of the establishment of the said experiment stations is to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science, and prescribes methods to this end, and also conditions and relations which are to be maintained between the United States and the institutions of learning established in the several States, and which are organized under the land-grant of 1862; and provides further that the grants

of money authorized by the said act are made subject to the legislative assent of the several States and Territories to the purposes of said grants; and whereas the University of Nebraska, in the State of Nebraska, has established and maintained a college or department of agriculture, known and designated as the "industrial college," in accordance with the provisions of said land grant of 1862; and whereas the act of the Forty-ninth Congress appropriates to this State the sum of \$15,000 per annum for the purposes and upon the conditions therein set forth, the same to be paid to the treasurer or other officer duly appointed by the governing board of said college to receive the same; and whereas the governor of this State has presented to the legislature his special message, with recommendations relating to the subject-matter hereof: Therefore,

SEC. 5239. That full and complete acceptance, ratification, and assent is hereby made and given by the State of Nebraska to all of the provisions, terms, grants, and conditions and purposes of the grant made and prescribed by the said act of the Congress of the United States to establish agricultural experiment stations in the several States.

SEC. 5240. Whereas by an act of the Congress of the United States approved August 30, 1890, there is appropriated to this State, for the use and benefit and the more complete endowment and support of the educational institution therein described, the sum of \$15,000 for the year ending June 30, 1890, \$16,000 for the year ending June 30, 1891, and so on until the sum of \$25,000 is reached, at which last-named amount said Congressional appropriation is thereafter to remain fixed annually; and whereas it is provided by said act of Congress that the money thereby appropriated shall be applied to the more complete endowment and maintenance in the several States and Territories of colleges for the benefit of agriculture and the mechanic arts, which now are or may be hereafter established in accordance with an act of Congress approved July 2, 1862 (wherein no distinction on account of race or color is made in the admission of students), and that said money shall "be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life and to the facilities for such instruction;" and whereas it is provided by said act of Congress that "no portion of said moneys shall be applied, directly or indirectly, under any pretence whatever, to the purchase, erection, preservation, or repair of any building or buildings," and that if said moneys be diminished or lost they shall be replaced by the State or Territory to which they belong, and that the grants of money authorized by said act of Congress are made subject to the legislative assent of the several States and Territories to the purpose of said grants (or upon the assent of the governor thereof during the recess of the legislature); and whereas it is provided by said act of Congress that the moneys thereby appropriated shall be paid from time to time to the State or Territorial treasurer or other officer who may be designated by law to receive the same, who shall, upon the order of the trustees of the college described in said act, immediately pay the same over to the treasurer of the educational institution entitled to receive the same, and whereas the college of agriculture and the mechanic arts (now designated by law as the industrial college) of the University of Nebraska is the college now existing in this State organized under the provisions of the act of Congress of 1862, and thereby entitled to receive the moneys appropriated by the said act of Congress of August 30, 1890; and whereas the treasurer of the State of Nebraska has received the sum of \$15,000, the first installment of money appropriated under the said act of Congress last named, in pursuance of the assent of the governor: Therefore,

SEC. 5241. That full and complete acceptance, ratification, and assent is hereby made and given by the State of Nebraska to all and every one of the grants, purposes, terms, and conditions set forth in an act of the Congress of the United States approved August 30, 1890.

SEC. 5242. That all moneys that now are or may hereafter be received by the State treasurer or other State officer, in pursuance and by virtue of the said act of Congress, are hereby specifically appropriated and set apart solely for the more complete endowment, support, and maintenance of the college for the benefit of agriculture and the mechanic arts now existing in this State under the provisions of an act of Congress approved July 2, 1862, and designated by law as the industrial college of the University of Nebraska, and all of said moneys shall be immediately paid over by said treasurer to the authorities of said college, hereinafter designated, without further warrant or authority than is contained herein.

SEC. 5243. That for all intents and purposes of this act and of the said act of Congress, and to carry the latter into full effect in this State, the board of regents of the University of Nebraska shall be "the trustees of the college," described in

the said act of Congress approved August 30, 1890, and referred to in the title of this act, and such fiscal officer as the said board of regents may name and designate and appoint to receive and disburse said moneys under their orders shall, for all intents and purposes of this act and of the said act of Congress last mentioned, be the "treasurer" of the said college, and to this officer the State treasurer shall immediately pay over, upon the order of the said board of regents, all moneys which are now in his hands, or which may be hereafter received by virtue of the said act of Congress for the use and benefit of said college. The said board of regents are hereby authorized and empowered to make such orders and regulations for the security, control, management, and disbursement of the said moneys as to them shall seem wise and proper and for the best interests of the college.

SEC. 5244. That all moneys that may be received by the State treasurer, or other State officer, in pursuance and by virtue of an act of the Congress of the United States approved August 30, 1890, shall be immediately upon the receipt thereof paid over by said treasurer, or other officer, to the officer authorized to receive the same by the board of regents of the University of Nebraska, without further warrant or authority than is herein contained, in accordance with an act of the legislature of the State.

SEC. 21. That for the furtherance and promotion of the agricultural and horticultural interests of this State two experiment stations shall be established, one at or near Culbertson, Hitchcock County, and one at or near Ogalalla, Keith County, which stations shall be under the control and management of the State board of agriculture.

[The other sections of this act relate to the organization and object of these stations.]

SEC. 720. The secretary of the board of regents of the State university shall give bond, with penalties, for \$10,000.

SEC. 4955. The State university and State agricultural college shall be united as one educational institution, and shall be located upon a reservation selected by said commissioners in said "Lincoln," and the necessary buildings shall be erected thereon as soon as funds can be secured by the sale of lands donated to the State for that purpose or from other sources.

NEVADA.

Constitution, Article XI: SEC. 4. The legislature shall provide for the establishment of a State university, which shall embrace departments for agriculture, mechanic arts, and mining, to be controlled by a board of regents, whose duties shall be prescribed by law.

SEC. 5. The legislature shall have power to establish normal schools and such different grades of schools, from the primary department to the university, as in their discretion they may deem necessary, and all professors in said university or teachers in said schools, of whatever grade, shall be required to take and subscribe to the oath prescribed by this constitution. No professor or teacher who fails to comply with the provisions of any law framed in accordance with the provisions of this section shall be entitled to receive any portion of the public moneys set apart for school purposes.

SEC. 6. The legislature shall provide a special tax, which shall not exceed 2 mills on the dollar of all taxable property in the State, in addition to the other means provided for the support and maintenance of said university and common schools.

SEC. 7. The governor, secretary of state, and superintendent of public instruction shall for the first four years and until their successors are elected and qualified constitute a board of regents to control and manage the affairs of the university and the funds of the same, under such regulations as may be provided by law. But the legislature shall at its regular session next preceding the expiration of the term of office of said board of regents provide for the election of a new board of regents and define their duties.

SEC. 8. The board of regents shall, from the interest accruing from the first funds which come under their control, immediately organize and maintain the said mining department in such manner as to make it most effective and useful, provided, that all the proceeds of the public lands donated by act of Congress approved July 2, 1862, for a college for the benefit of agriculture, the mechanic arts, and including military tactics shall be invested by the said board of regents in a separate fund, to be appropriated exclusively for the benefit of the first-named departments to the university, as set forth in section 4 above; and the legislature

shall provide that if through neglect or any other contingency any portion of the fund so set apart shall be lost or misappropriated, the State of Nevada shall replace said amount so lost or misappropriated in said fund, so that the principal of said fund shall remain forever undiminished.

SEC. 9. No sectarian instruction shall be imparted or tolerated in any school or university that may be established under this constitution.

SEC. 10. No public funds of any kind or character whatever—State, county, or municipal—shall be used for sectarian purposes.

[The following matter is taken from The Compiled Laws of Nevada, in force from 1861 to 1900, inclusive, Compiled and Annotated by Henry C. Cutting, of the Nevada Bar. Carson City, Nev., Andrew Mante, Superintendent of State Printing, 1900.]

SEC. 1389. No member of said board [of regents of the State university] shall be interested directly or indirectly as principal, copartner, agent, or otherwise in any contract or expenditure created by the board or in the profits or results thereof. Any person violating the provisions of this section shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined in any sum not exceeding \$5,000, to which may be added imprisonment in the county jail for a period not exceeding six months.

SEC. 1390. There shall be established in the State university of Nevada a school for the instruction of teachers, in which shall be taught all the branches of instruction which are taught in the common schools of this State, together with the theory and practice of teaching, school law, botany, psychology, and geology. There shall also be taught in said university chemistry, assaying, mineralogy, surveying, and geology, so far as they relate to the theory and practice of mining, agriculture, and the mechanic arts. There shall be taught in the preparatory department of said university typewriting, shorthand, telegraphy, bookkeeping, and commercial law, so far as they relate to the practical affairs of life.

SEC. 1391. The governor, the secretary of state, and the superintendent of public instruction shall constitute the board of regents of the State university until the 1st day of January, 1889, and until their successors are elected and qualified. There shall be elected at the next general election, in the same manner as other State officers are elected, three qualified electors, who shall constitute the board of regents of the State university. The term of office of two of the regents so elected shall be four years from the 1st day of January, 1889, and until their successors are elected and qualified. The term of office of one of the regents so elected shall be two years from and after the 1st day of January, 1889, and until his successor is elected and qualified, and thereafter at each general election preceding the expiration of the term of office of any member of the board of regents a successor shall be elected in the same manner as other State officers are elected. The persons elected as regents under the provisions of this act before entering upon the duties of their office shall take and subscribe to the official oath and file the same in the office of the secretary of state. In case of vacancy in said board of regents after the same shall have been filled by election, as herein provided, the governor shall fill the same by appointment until the next general election, when such vacancy shall be filled by election as herein provided.

SEC. 1392. The powers and duties of the board of regents are as follows: (1) To prescribe rules for their own government and for the government of the university; (2) to prescribe rules for the reports of officers and teachers of the university; (3) to prescribe the course of study, the time and standard of graduation, and the commencement and duration of the terms, and the length of the vacations of the university; (4) to prescribe the text-books and provide apparatus and furniture for the use of pupils; (5) to appoint a president of the university, who shall have a diploma from some recognized college of learning of good standing or some State normal school, who has had at least five years of practical experience as an instructor, who is familiar with the modern methods of imparting instruction generally approved in the United States, and who shall be indorsed as to moral character and qualifications as an instructor by the president and faculty of three institutions of learning authorized by law to confer degrees; (6) to prescribe the duties of the president and fix his salary and the salaries of all other teachers in the university; (7) to require the president, under their direction, to establish and maintain training or model schools and require the pupils of the university to teach and instruct classes therein; (8) to control the expenditures of all moneys appropriated for the support and maintenance of the university and all moneys received from any source whatsoever; (9) to keep open to public inspection an account of receipts and expenditures; (10) to annually report to the governor a statement of all their transactions and all other matters pertaining to the university; (11) to transmit with such report a copy of the president's annual report; (12) to revoke

any diploma by them granted on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputably dishonest in his or her dealings, provided that such person shall have at least thirty days' previous notice of such contemplated action and shall, if he or she asks it, be heard in his or her own defense.

SEC. 1393. The board of regents shall have the power to appoint a chairman, who shall receive no compensation therefor, nor shall any member of the board of regents receive any compensation for his services except necessary expenses in attending meetings of the board. The board of regents may employ a clerk of said board, who shall receive a salary of \$25 per month and who shall keep a full record of all proceedings of the board which shall at all times be open to public inspection, and said clerk shall not be a teacher in said university.

SEC. 1394. The board must hold four regular meetings in each year and may hold special meetings at the call of the chairman of the board.

SEC. 1395. The president of the university must make a detailed annual report to the board of regents, with a catalogue of pupils and such other particulars as the board may require or he may think useful.

SEC. 1396. Upon the recommendation of the president of the university the board of regents shall issue to those who worthily complete the full course of study in the school of mines, or in the school of agriculture, or in the school of liberal arts, or in any equivalent course that may hereafter be prescribed, a diploma of graduation, conferring the proper academic degree, from the Nevada State University; and no diploma bearing the distinctive title "Nevada State University" shall be issued to anyone who has not completed the full course of study as above set forth. Upon the recommendation of the president of the university the board of regents shall issue to those who worthily complete the full four years' course of study prescribed in the Nevada State Normal School, a department of the State university, a diploma of graduation, and said diploma shall bear the heading "The Nevada State Normal School," and to all persons receiving this diploma the State board of education shall issue a State high school certificate of the first grade, good for five years. To the holders of the above State high school certificates of the first grade the State board of education shall grant a life diploma when said graduates of the Nevada State Normal School shall have completed at least five years of successful instruction in the public schools of Nevada or of any other State. Upon the recommendation of the president of the university, the board of regents shall issue to those who worthily complete the three years' course of study prescribed in the Nevada State Normal School a grammar grade diploma of graduation, and said diploma shall bear the heading "Nevada State Normal School, Grammar Grade Diploma," and to all persons receiving this grammar grade diploma the State board of education shall grant a grammar grade State certificate, good for five years. The board of regents may require said normal school graduates, before granting the diploma herein provided for, to sign the following obligation: "I hereby agree to report to the president of the university by letter at least twice a year for three years after my graduation and once a year thereafter so long as I continue in the profession of teaching, and when I shall leave the profession I will report the fact to him, with the cause therefor. A failure to make such reports may be considered sufficient cause for the revocation of my diploma." *And, further, it is hereby expressly provided, That the graduates of the Nevada State Normal School for the year 1895 shall receive their diplomas and State certificates according to the act of March 19, 1891, hereby amended.* Upon the recommendation of the president of the university the board of regents shall issue to those who worthily complete the full course of study in any other department of the university not equivalent to a regular university course a diploma of graduation, but said diploma shall bear the name of the department from which it is issued, and in no case to bear the heading of the regular university diploma.

SEC. 1397. It shall be the duty of the president of the university to instruct in the university, and, under the direction of the board of regents, to manage all affairs connected with the institution, to employ assistant teachers and servants, purchase supplies, and make monthly statements to the board of regents of all receipts and expenditures, supported by vouchers.

SEC. 1398. There shall be no discrimination in the admission of pupils on account of sex, race, or color; but no person shall be admitted who is not of good moral character, and who has not arrived at the age of 15 years and passed such an examination as shall be prescribed by the board of regents; and no person under said age shall hereafter be taught in said institution.

SEC. 1399. Tuition shall be free.

SEC. 1400. The State superintendent of public instruction must visit the university at least every three months, inquire into its condition and management, and

report to the board of regents quarter-yearly the condition of the institution, with such suggestions as he may deem proper.

SEC. 1401. All expenses incurred, of every name and nature, involving the payment of money by or under the direction of the board of regents of the university, shall be passed upon by the board of examiners as other accounts against the State, and be paid out of the moneys appropriated for the university.

SEC. 1402. It shall be the duty of the president of the State university, in addition to his other duties as fixed by law, to cause to be analyzed by an assistant, teacher, or teachers employed at the State university any ores, mineral, soil, or water taken from within the boundaries of the State of Nevada, and sent by any citizen of said State for that purpose. Any citizen of the State may send any such substance and have the same analyzed free of charge and the result of the same returned to him by mail with as near as possible an explanation of their uses and value in market, and there shall be kept at the State university a book of record, open for inspection, under such rules as may be made by the regents, of all mineral, ores, or other matters so sent, with the history of such mineral or other matters, stating the name of the person or persons from whom received, the district and county from which it came, and all other matters that may be beneficial touching the same. A duplicate of the sample analyzed, as far as practicable, shall be kept at the university, properly labeled, so as to correspond to the record, and properly preserved.

SEC. 1403. If the same kind of matter for analysis is sent from the same place, it shall not be necessary to analyze the same, but a duplicate of the analysis shall be sent by mail to the person desiring the same.

SEC. 1404. Samples for analysis shall be analyzed in the order received.

SEC. 1405. Sample assays for gold or silver shall be made, and when the value per ton exceeds \$5 in gold the returns shall state the fact thus, "Test for gold." And when the value per ton exceeds \$5 in silver the returns shall state the fact thus, "Test for silver."

SEC. 1406. There is hereby created a board to be known as the honorary board of visitors of the Nevada State University. Said board shall consist of 15 members. The chief justice of the supreme court shall be ex officio a member and the chairman of said board. In the absence of said chief justice the members of the board may elect one of their number to act as temporary chairman. The term of office of the members of said board shall be two years from the date of their appointment and until their successors are appointed.

SEC. 1407. The governor shall appoint and commission, within forty days after the passage of this act, from each county one suitable and discreet person who is interested in higher education and who is an actual resident of said county as a member of said board.

SEC. 1408. It shall be the duty of said board of visitors to meet annually at the seat of the Nevada State University during commencement week, and inspect the grounds, buildings, and equipment of said university, and also inquire into the actual state of the discipline, instruction, police administration, and other affairs or concerns of the university. The board of visitors shall report thereon to the governor within thirty days after each annual meeting, for the information of the people of the State and of the next succeeding legislature of the State, their action as such visitors, with their views and recommendations concerning the university, such as they shall deem wise and just and for the best interests of the university.

SEC. 1409. The president of the university shall cause at least thirty days' notice to be given to the members of the honorary board of visitors of the time and place of their annual meeting.

SEC. 1410. No compensation shall be made to the members of said board of visitors for their services or for their traveling expenses, but the board of regents shall pay out of the university contingent fund their expenses for board and lodging while at the university.

SEC. 1411. The agricultural experiment station, organized and established by the board of regents of the State university at and in connection with said State university, is hereby recognized and shall be continued as a part of said State institution, and shall be conducted by a "board of control" hereinafter provided for, for the purpose of acquiring and diffusing among the people useful and practical information on subjects connected with agriculture and to promote scientific investigation and experiment respecting the principles and applications of agricultural science, said State university having been established in accordance with the provisions of an act of Congress approved July 2, 1862.

SEC. 1412. The board of control of said agricultural experiment station shall consist of the board of regents of the State university, and they shall organize said board and choose its officers.

SEC. 1413. The board of control of said agricultural experiment station shall, to the best of its ability, observe and carry out the requirements of "an act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto," approved by the President March 2, 1887. The said board of control shall have charge of the receipts, safe-keeping, and expenditure of all money appropriated by Congress for the benefit and use of said agricultural experiment station; they shall be allowed and paid all necessary expenses incurred by them severally in the discharge of their official duties, but shall receive no salary or compensation for their services.

SEC. 1414. Said board of control shall make a report at the end of each fiscal year to the governor, and 1,200 copies thereof shall be printed at the State printing office for general distribution by said board. The governor shall transmit all said annual reports to the legislature.

SEC. 1415. The legislature of Nevada hereby gratefully assents to the purposes of all grants of money made heretofore and all which may hereafter be made to the State of Nevada by Congress, under the act of Congress the title of which is recited in section 1413 above, and agrees that the same shall be used only for the purposes named in said act of Congress or acts amendatory thereof or supplementary thereto.

SEC. 1416. The State university of this State was, and now is, established in accordance with the provisions of the constitution of the State of Nevada, and also in accordance with the provisions of an act of Congress approved July 2, 1862.

SEC. 1417. The board of regents of said State university and agricultural, mining, and mechanical college are the proper trustees of same to receive and disburse all appropriations made to this State under the provisions of "an act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and mechanic arts, established under the provisions of an act of Congress approved July 2, 1862," approved August 30, 1890, and all appropriations hereafter to be made under said act.

SEC. 1418. Said board of regents shall make a report at the end of each fiscal year, in connection with its annual report to the governor, of other State university matters, including the amounts received and disbursed under the provisions of this act. The governor shall transmit all said annual reports to the legislature.

SEC. 1419. The legislature of Nevada hereby gratefully assents to the purposes of all grants of money made heretofore and all which may hereafter be made to the State of Nevada by Congress, under the act of Congress the title of which is recited in section 2 of this act (section 1417 above), and agrees that the same shall be used only for the purposes named in said act of Congress or acts amendatory thereof or supplemental thereto.

Statutes, 1901, Chapter XLI: SECTION 1. The board of regents of the State university are hereby authorized and directed to contract and equip a suitable building upon the State land at Reno, to be known as a chemical and physical laboratory and used for purposes of instruction and research in chemistry and physics.

SEC. 2. The building shall be of brick and stone and shall not exceed in cost the sum of \$12,000.

SEC. 3. Twelve thousand dollars are hereby appropriated for the construction and equipment of said building, and in no case shall a contract be entered into which shall exceed the sum of \$12,000 for the erection and equipment of said building.

SEC. 4. The money hereby appropriated shall be taken from the State school fund, and in its place shall be deposited twelve bonds of the State of Nevada of \$1,000 each, bearing interest at the rate of 4 per cent per annum. Said bonds shall run for twenty years, but shall be redeemable by the State at its pleasure after two years. Said bonds shall be signed by the governor and State comptroller, countersigned by the State treasurer, and authenticated with the great seal of the State, and each bond shall state in substance that the State of Nevada owes its State school fund \$1,000, the interest on which sum, at 4 per cent per annum, the State of Nevada agrees to pay during the life of said bonds for the benefit of the common schools of the State. Said bonds may be lithographed, as is usual in similar cases, and deposited with the State treasurer. The interest on said bonds shall be paid semiannually, on the 1st day of January and the 1st day of July of each year, on the written order of the State board of education to the State comptroller, directing him to draw his warrant for the amount of such semiannual interest on the contingent university fund. All sums derived from the interest on said bonds shall be paid into the general school fund for the support of the common schools of the State, and for the

regular and prompt payment of which the faith and credit of the State is hereby pledged.

SEC. 5. For the fiscal year beginning January 1, 1901, and annually thereafter, such an annual tax shall be levied and included in and be a part of the annual tax levy for the contingent university fund, not exceeding one-half of 1 cent on each \$100, as may be necessary to pay the annual interest on said bonds and create a sinking fund for their redemption and payment at maturity, which tax, when collected, shall be held in said contingent university fund and applied only to the payment of said interest and bonds, as required by this act. (Approved Mar. 12, 1901.)

Ibid., 1901, Chapter XLIX: Appropriates for the support of the State University \$36,000, payable as follows: From the contingent university fund \$26,000, and from the interest account, 90,000-acre grant [act Cong., July 2, 1862], \$10,000.

Ibid., 1901, Chapter XLV: SECTION 1. The board of regents of the State University are hereby directed to construct and equip a suitable building upon the State land at Reno, to be used as a hospital for students who may be sick and in need of special care.

SEC. 2. The building to be used as a hospital for students, and its equipments shall not exceed in cost the sum of \$3,500. [The act then provides for five bonds of \$700 to be substituted for money taken from the State school fund under the conditions of the fourth section of Chapter XLI above.]

Ibid., 1901, Chapter LXX: SECTION 1. From and after the passage of this act, for the purpose of keeping the State on a cash basis without resorting to an onerous rate of taxation, the sum of \$47,000 is hereby authorized to be borrowed for the use and benefit of the general fund of the State from the State school fund at such times and in such amounts as may be necessary to meet the requirements of the State government, and the sum of \$20,000 is hereby authorized to be borrowed for the purpose of providing funds for the support and maintenance of the State University, without resorting to an onerous rate of taxation, from the State University fund and the university fund, 90,000-acre grant, for the use and benefit of the contingent university fund and interest account, 90,000-acre grant, at such times and in such amounts as may be necessary to meet the requirements of the State University.

NEW HAMPSHIRE.

Constitution, article 82: Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and spreading the opportunities and advantages of education through the various parts of the country being highly conducive to promote this end, it shall be the duty of the legislators and magistrates in all future periods of this government to cherish the interest of literature and the sciences and all seminaries and public schools; to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections and generous sentiments among the people: *Provided, nevertheless*, That no money raised by taxation shall ever be granted or applied for the use of the schools or institutions of any religious sect or denomination. [This proviso was added in 1877.]

Laws, 1863, chapter 2732: SECTION 1. The State of New Hampshire hereby accepts the grant made to it by Congress, according to the provisions of an act donating public lands to the several States and Territories, which may provide colleges for the benefit of agriculture and the mechanic arts, approved July 2, 1862, and the governor is hereby authorized and instructed to give due notice thereof to the Secretary of the Interior, or other proper officer of the Government of the United States.

SEC. 2. The governor is hereby authorized and instructed to receive by himself, or his order, from the Secretary of the Interior, or any other officer authorized to issue the same, all the land scrip to which this State may be entitled by the provisions of the before-mentioned act of Congress.

SEC. 3. The governor, by and with the advice and consent of the council, is hereby authorized and instructed to appoint a commissioner, whose duty it shall be to take charge of the scrip received by this State, and to sell and transfer the same on terms to be approved by the governor and council: *Provided*, That no scrip shall be transferred and delivered to any purchaser thereof until the same shall have been fully paid for, and said commissioner shall pay the moneys so

received to the treasurer of the State. Said commissioner shall give a bond with sufficient sureties, in the penal sum of \$25,000, to be approved by the governor and council, that he will faithfully perform the duties of his office, and shall render full and accurate returns to them at the end of every six months, or oftener, if required to do so by them, of his proceedings under this act. The compensation of said commissioner shall be fixed by the governor and council, and the governor is hereby authorized to draw his warrants on the treasury for the same, and for all other necessary expenses arising out of the management and sale of said scrip.

SEC. 4. The treasurer shall hold all the moneys received for the sale of said scrip and shall invest the same in accordance with the provisions of the fourth section of the before-mentioned act of Congress. The money so invested shall constitute a separate and perpetual fund, to be entitled "The fund for the promotion of education in agriculture and the mechanic arts," which shall be appropriated and the interest used in such manner as the legislature shall prescribe, and in accordance with the aforesaid act of Congress, and with which a special office and bank account shall be kept, so that the moneys shall not be intermingled with ordinary funds of the State; and of the state and condition of said fund the treasurer shall make an annual report to the legislature.

SEC. 5. The governor, with the advice and consent of the council, is hereby authorized and instructed to appoint a committee consisting of 10 persons, one from each county, who from their profession and pursuits may, in their judgment, be best qualified for the duty, who shall, after the fullest inquiry and consultation, prepare a scheme for the establishment of a college for education in agriculture and the mechanic arts and make a printed report thereon to the legislature at its next June session. The compensation of said committee for their labor and expenses shall be determined by the governor and council, and the governor is hereby authorized to draw his warrants on the treasury for the same on receiving their report. (Approved July 9, 1863.)

Laws, 1866, chapter 4216: SECTION 1. A college is hereby established, incorporated, and made a body politic and corporate, by the name of the New Hampshire College of Agriculture and the Mechanic Arts, whose leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in conformity to an act of Congress * * * approved July 2, 1862, and by that name may sue and be sued, prosecute, and defend to final judgment and execution, and shall be vested with all the powers and privileges and be subject to all the liabilities incident to corporations of a similar nature.

SEC. 6. The trustees are authorized and empowered to locate and establish the college incorporated by this act at Hanover, in this State, in connection with Dartmouth College, and with that corporation to make all necessary contracts in relation to the terms of connection therewith, subject to be terminated upon a notice of one year given at any time after fourteen years. * * * The said trustees are also authorized and directed to furnish, so far as may be practicable, free tuition to indigent students of the college, and to make provision for the delivery of free lectures in different parts of the State upon subjects pertaining to agriculture and the mechanic arts.

SEC. 7. All funds derived from the sale of the land scrip issued to the State of New Hampshire by the United States, in pursuance of the act of Congress hereinbefore mentioned, shall be invested in registered bonds of the State of New Hampshire or of the United States, which shall be delivered to the State treasurer, who shall have the custody of the same, and pay over the income thereof, as it may accrue, to the treasurer of the College of Agriculture and the Mechanic Arts. (Approved July 7, 1866.)

Laws, 1887, chapter 125: The sum of \$3,000 is hereby appropriated annually to the New Hampshire College of Agriculture and the Mechanic Arts, to be annually expended in providing free tuition for all students in said college who are residents of the State and in paying the general expenses of the college in such manner as the trustees may direct; the said sum to be drawn from the treasury in semiannual payments from any moneys not otherwise appropriated. (Approved August 24, 1887.)

Laws, 1891, chapter 2: SECTION 1. The legislature of the State of New Hampshire hereby gives its assent to the purpose of and accepts for the benefit of the New Hampshire College of Agriculture and the Mechanic Arts the grants of money authorized by act of Congress approved August 30, 1890, for the further endowment and support of the colleges for the benefit of agriculture and the mechanic arts and "to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural

and economic science, with special reference to their applications in the industries of life and the facilities for such instruction," as provided in said act of Congress.

SEC. 2. The treasurer of the New Hampshire College of Agriculture and the Mechanic Arts is hereby designated and authorized to receive all grants of money made to this State under the provisions of said act of Congress.

Laws, 1891, chapter 12: Whereas Benjamin Thompson, late of Durham, in this State, died January 30, 1890, leaving a will and codicils thereto, which have been proved, approved, and allowed by the probate court of the county of Strafford, by which he devised a large share of his property to the State of New Hampshire, in trust, for the establishment and maintenance of a school or college, to be located on his "Warner Farm," in said Durham, wherein there shall be thoroughly taught, both in the schoolroom and in the field, the theory and practice of agriculture and other sciences connected therewith, and wherein there may be taught such other arts and sciences as may be necessary to enable the State to fully avail itself of the donation of land made by the act of Congress of the United States approved July 2, 1862, entitled, etc.; and

Whereas said bequest is made subject to certain provisos, conditions, and limitations set forth in the will and the codicil thereto, to which reference is made for the particulars thereof; and

Whereas by one of said conditions it is provided that said bequest shall become null and void if the State does not accept the trust within two years from the time of the decease of said Thompson: Now, therefore,

SECTION 1. The State of New Hampshire does hereby gratefully accept said bequest, subject to the provisos, conditions, and limitations set forth in said will as modified by the codicils thereto, and, in consideration thereof, does hereby promise to execute said trust in accordance with the terms of said will.

SEC. 2. The State, in compliance with the requirements of said will and codicils, promises and guarantees to appropriate, and does hereby appropriate, annually for the term of twenty years from and after said Thompson's death such sum as will pay a net annual compound interest of 4 per cent per annum upon the amount of the appraised value of the estate bequeathed and devised to the State as aforesaid, aside from the real estate situated in said Durham, after deducting therefrom the legacies given by the codicils to said will, and does hereby authorize and direct the State treasurer to credit said sums to the trust fund, as provided in the fourth section of this chapter.

SEC. 3. The State, in further compliance with the requirements of said will and codicils, promises and guarantees to appropriate, and does hereby appropriate, annually for the term of twenty years from and after said Thompson's death the sum of \$3,000 and such further sum as will pay a net annual compound interest of 4 per cent per annum upon said annual appropriations from the dates when they severally become a part of the trust fund until the expiration of the said term of twenty years, and does hereby authorize and direct the State treasurer to credit said sums to the trust fund, as provided in the following section.

SEC. 4. The State treasurer, upon receipt of the estate devised to it by said will and codicils, shall open two accounts in a book provided for the purpose, as follows: He shall open one account with "The Benjamin Thompson trust fund," and shall credit therein to said fund, under date of January 30, 1891, the amount of the appraised value of the estate received by the State, by virtue of said Thompson's will, together with a sum equal to 4 per cent upon said appraised value (not including the real estate situated in said Durham), and on the 30th day of January in each year thereafter until and including January, 1910, excepting when such day falls on Sunday, and in such cases on the day preceding, he shall credit to said account a sum equal to 4 per cent upon the total amount of said trust fund, excepting the appraised value of the real estate in said Durham, after the credits of the preceding year have been made. He shall open the other account with "The Benjamin Thompson State trust fund," and shall credit therein to said fund, under date of January 30, 1891, the sum of \$3,000, together with a sum equal to 4 per cent upon said sum of \$3,000, and on the 30th day of January in each year thereafter, until and including January, 1910, excepting when such day falls on Sunday, and in such cases on the day preceding, he shall credit to said account a sum equal to 4 per cent upon the total amount of said trust fund after the credits of the preceding year have been made.

SEC. 5. The accounts so made shall represent the amount of the trust funds in the possession of the State; and the State guarantees to preserve them intact and unimpaired until they shall become available for opening and maintaining said school or college, and then to administer them as required by said will.

SEC. 6. The State treasurer is hereby authorized to receive from the executors of said will the money, notes, bonds, stocks, and evidences of debt coming to the

State by virtue of the will and to give proper discharge therefor in the name of the State.

SEC. 7. If any notes, bonds, stocks, or evidences of debt shall come to the State treasurer from said executors as a part of said estate, he may, with the approval of the governor and council, convert the same into money, selling the stocks and bonds by auction at the Boston Stock Exchange or such other place in Boston as property of that kind is usually sold.

SEC. 8. All notes, bonds, stocks, and other evidences of debt coming into the possession of the treasurer and not converted into money as aforesaid shall be transferred to the State and be carefully preserved by the treasurer. The governor and council may authorize any person to vote upon any of such stocks at meetings of stockholders of the corporations to which the stocks appertain, and may authorize a sale and transfer thereof whenever they deem it to be for the interest of the State.

SEC. 9. The governor and council are authorized to sell and convey any real estate coming to the State by virtue of the said will which the State has power to sell, in such manner and at such time as they shall think for the interest of the State, and may make and execute in the name of the State proper conveyances thereof upon payment of the consideration therefor to the State treasurer.

SEC. 10. All money received from the sources aforesaid shall be used as soon as practicable after its receipt in paying and retiring outstanding indebtedness of the State; and the State treasurer shall keep an itemized and true account of all money and securities of any kind so received, and of the disposition made of the same and of the proceeds thereof, and shall give a full account thereof in his annual reports, and shall state in each annual report the exact condition of said funds.

SEC. 11. [As amended by Laws, 1891, chapter 52, section 7.] The trustees of the New Hampshire College of Agriculture and the Mechanic Arts are hereby authorized and directed in behalf of the State to receive possession of the real estate in Durham coming to the State by virtue of said will, and to care for, control, and manage it until it is needed for the uses of the school or college to be established as provided in the will.

SEC. 12. The board shall make report of their doings in respect to such real estate in their annual reports.

SEC. 13. In case the State shall desire to establish said school or college at any time before the expiration of twenty years from the time of the decease of the said Thompson, it shall, before using any of either of the funds aforesaid, raise and set apart such sums of money as will make said funds equal in amount to what said funds would become if accumulated during twenty years, and, having thus raised and set apart such sums of money, the State shall thereafter be relieved from the obligation of appropriating annually, for the balance of the said term of twenty years, the said sum of \$3,000 and guaranteeing the net annual compound interest of 4 per cent thereon; and the State shall also be thereafter relieved from the obligation to provide for or guarantee any interest upon the amount of the appraised value of said estate, as hereinbefore provided.

SEC. 14. The governor and council are authorized, in behalf of the State, to make and enter into such further stipulations with the executors of said will and to give such further guarantees as the executors shall require to secure the objects intended by said Thompson to be secured by his said will and codicils, and to affix the name and seal of the State thereto, and to do all other acts that may become necessary to secure the rights of the State under said will.

SEC. 15. The said will and codicils shall be recorded in the office of the secretary of state. (Approved March 5, 1891.)

Laws, 1891, chapter 52: SECTION 1. The trustees of the New Hampshire College of Agriculture and the Mechanic Arts, located at Hanover, in this State, are hereby instructed and required to terminate the location and agreement made and concluded on April 7, 1868, between the said New Hampshire College of Agriculture and the Mechanic Arts and Dartmouth College, by giving one year's notice of such termination, in writing, to the trustees of Dartmouth College as soon as practicable after the time when this act shall take effect, in accordance with the terms of said agreement and of the act of incorporation of said New Hampshire College of Agriculture and the Mechanic Arts.

SEC. 2. Upon the termination of the location and agreement aforesaid the said New Hampshire College of Agriculture and the Mechanic Arts and the experiment station connected therewith shall be removed from Hanover to and located upon the "Warner farm," so called, of the late Benjamin Thompson, in the town of Durham, devised by the said Thompson to the State of New Hampshire by his last will and testament.

SEC. 3. The trustees of the New Hampshire College of Agriculture and the Mechanic Arts are hereby authorized and directed to sell, at public or private sale, the real estate, with the buildings thereon, acquired by them by the deed of John Conant, dated September 16, 1870, * * * and all other real estate owned by said college in the town of Hanover, reserving the right to occupy the same until the removal of said college as hereinbefore provided, and to invest the proceeds of such sales, so far as the same shall be derived from the sale of the land conveyed to said college by said Conant, in accordance with the terms expressed in his said deed, and the balance of said proceeds in aid of the erection and furnishing of buildings for the use of said college upon said Warner farm.

SEC. 4. [Repealed by Laws, 1893, chapter 43, section 3, q. v.]

SEC. 5. The general government of said college of agriculture and mechanic arts is vested in a board of 13 trustees, and all vacancies hereafter occurring in said board shall be filled as follows: The governor of the State and the president of said college shall be trustees ex officio. The alumni of said college may elect 1 trustee in such manner as said board may prescribe. He shall be a resident of the State, and his term of office shall be three years. All other trustees shall be appointed by the governor, with the advice of the council, 1 at least from each councilor district, and so classified and commissioned that the office of 3 trustees shall become vacant annually. Not more than 5 of the trustees appointed by the governor and council shall belong to the same political party, and at least 7 of them shall be practical farmers. Seven members shall constitute a quorum for doing business, and not less than 7 affirmative votes shall be required to elect a president of said college.

SEC. 6. The sum of \$100,000 is hereby appropriated for the removal of said college from Hanover to Durham and the erection and maintenance of suitable buildings for the purposes of said college. [Reimbursement of the State for these funds is provided for in Laws, 1893, chapter 73, q. v.]

SEC. 8. This act shall take effect and be in force from and after the day on which the estate devised and bequeathed to the State by the said Benjamin Thompson shall be turned over to and become the property of the State. The State treasurer is hereby required to notify the trustees of said college of agriculture and the mechanic arts, in writing, of the reception of said estate immediately after it shall be turned over to the State as aforesaid. (Approved April 10, 1891.)

Laws, 1893, chapter 43: SEC. 3. The State of New Hampshire hereby relinquishes to the trustees of Dartmouth College any rights which the State may have in Culver Hall, at Hanover, and waives the payment by said trustees of the \$15,000 appropriated by the State July 9, 1869, in aid of the erection and furnishing of said Culver Hall; and the sum of \$15,000 is hereby appropriated, to be paid out of any money in the treasury, in aid of the erection and furnishing of the buildings required for the use of the New Hampshire College of Agriculture and the Mechanic Arts upon the Warner farm, in Durham. (Approved March 29, 1893.)

Laws, 1893, chapter 73: SECTION 1. The sum of \$35,000 is hereby appropriated for completing and furnishing the buildings of the New Hampshire College of Agriculture and the Mechanic Arts in Durham, and for other purposes of said college, and the governor is authorized to draw his warrant on the treasurer for said sum, from time to time, as the same shall be needed, and the same shall be paid to the treasurer of said college of agriculture and the mechanic arts and expended under the direction of the trustees.

SEC. 2. To provide the funds appropriated by this act and to reimburse the State treasury for the amount appropriated by chapter 52 of the pamphlet laws of 1891, the State treasurer is hereby authorized to issue, under the direction of the governor and council, bonds or certificates of indebtedness in the name and in behalf of the State to an amount not exceeding the sum of \$135,000, and the same shall be deemed a pledge of the faith and credit of the State.

SEC. 3. Said bonds or certificates shall be dated July 1, 1893, and made payable in twenty years, at a rate of interest not exceeding 4 per cent per annum, payable semiannually on the 1st days of January and July of each year, such bonds to have interest warrants or coupons attached thereto, said bonds and coupons to be signed by the State treasurer and made payable at such bank in Boston as shall be designated by the governor and council.

SEC. 4. The treasurer shall keep a record of all the bonds disposed of by him, which shall contain the name of the person to whom any bond may be sold, the number thereof, the amount received therefor, and the date when the bond shall become due.

SEC. 5. The Benjamin Thompson State trust fund, established in pursuance of the provisions of section 4, chapter 12, of the pamphlet laws of 1891, and the requirements of the will of the late Benjamin Thompson, with all additions and accumu-

lations prior to and including January 30, 1910, are hereby appropriated for the payment of the issue of bonds authorized by this act, provided that on the last-named date the buildings erected in accordance with the provisions of chapter 52 of the pamphlet laws of 1891 and this act shall be in such condition as to meet the requirements of Benjamin Thompson's will.

SEC. 6. The trustees shall elect three of their board, who shall have the sole control of expending this appropriation, and shall complete the buildings and grade the grounds for which this appropriation is made, and make a detailed report of their expenditure to the governor, which report shall be published. (Approved April 1, 1893.)

Laws, 1895, chapter 107: SECTION 1. A two years' course in practical and theoretical agriculture is hereby established in said college, to which students shall be admitted who can pass a fair and reasonable examination in reading, spelling, writing, arithmetic, English grammar, and the geography and history of the United States, as may be approved by the trustees. In this course students are not required to take higher mathematics or any foreign language. In addition, they may take any other exercises and studies for which they are qualified and which are provided by the college in other courses. Those who complete the two years' course, or its equivalent, shall receive diplomas as graduates of that course. Those who take a part or the whole of this course may continue, for four years in all, to take in other courses, exercises, and studies for which they are qualified; and if they are qualified for a degree of a four years' course, they shall receive it.

SEC. 2. A department of horticulture, with a specialist in charge, is hereby established in said college.

SEC. 3. Every student taking the two years' course, or during two years of any agricultural course, shall devote not less than ten hours a week during the college year, when practicable, under competent teachers, to practical instruction and manual training in branches of agriculture that require special knowledge and skill, one-third of which time may be devoted to suitable practical instruction and manual training in shopwork in wood and iron; but any student may be excused from such exercises for physical disability. At the request of parents or guardians, students may be excused from some or all of such exercises by the trustees. A student excused from all, or substantially all, such manual exercises at the request of parent or guardian, and not for sickness or other disability, shall not receive said diploma.

Laws, 1897, chapter 75: The property of the New Hampshire College of Agriculture and the Mechanic Arts is hereby exempted from taxation.

Laws, 1899, chapter 42: Whereas Hamilton Smith, of Durham, in this State, has offered to donate the sum of \$10,000 to the State of New Hampshire for the benefit of the New Hampshire College of Agriculture and the Mechanic Arts for the purpose of establishing four scholarships, to be called the Valentine Smith scholarships; and

Whereas the said donation involves certain conditions, namely, that the sum of \$400 be appropriated annually from the treasury of the State for the purpose of paying to the treasury of the said college interest upon said donation at the rate of 4 per cent: Therefore,

SECTION 1. The State of New Hampshire does hereby accept said donation and bind itself to fulfill the conditions as specified in the deed of gift, and does hereby promise to execute the said trust in full accord with the terms of said trust.

SEC. 2. The State, in compliance with the conditions of the said trust, guarantees to appropriate and does hereby appropriate, annually, the sum of \$400, namely, interest upon the amount of \$10,000.

SEC. 3. The interest thus appropriated shall be computed from the date of the receipt by the treasurer of the State of the \$10,000 specified in the contract of gift.

SEC. 4. Beginning with the date of said receipt by the treasurer of the State, said treasurer shall pay to the treasurer of the college, in semiannual installments, the amount of \$400 annually, as hereby appropriated.

NEW JERSEY.

[The following matter is taken from the "General Statutes of New Jersey, published under the authority of the legislature by virtue of an act approved April 4, 1894, and a supplement thereto approved March 29, 1895, in 3 volumes," Jersey City, N. J., 1896.]

Agriculture. SEC. 33. Whereas the governor of this State has received from the Secretary of the Interior the scrip for public lands granted to the State of New Jersey by an act of Congress of the United States approved July 2, 1862, and holds the same subject to such disposition as may be made by the legislature: Therefore,

The governor of this State, the attorney-general, the secretary of state, the comptroller, in case such office be created, and the treasurer of the State, and their successors in office for the time being, are hereby appointed commissioners to take charge of such scrip, and, as agents of the State, to sell and dispose of the same at such time or times, and in such mode as may appear to be most advantageous and safe, and in the name and on behalf of this State to convey and transfer the same to the purchaser or purchasers thereof, and to invest the avails thereof in the manner specially provided by said act of Congress.

SEC. 34. Said commissioners shall semiannually pay over the interest of the fund which may result from the sale of said scrip to the trustees of Rutgers College, in New Jersey, for the special purposes and upon the special conditions hereinafter set forth.

SEC. 35. Said trustees shall devote said interest wholly and exclusively to the maintenance in that department of Rutgers College known as Rutgers Scientific School of such courses of instruction as (including the courses of instruction already established by said trustees) shall carry out the intent of said act of Congress in the manner specially prescribed by the fourth section of said act.

SEC. 36. Said trustees shall furnish gratuitous education in said courses of instruction to pupils of said school in such manner as the legislature shall prescribe; the number of pupils to be so received gratuitously into said school shall be in each year such a number as would expend a sum equal to one-half of the said interest for the same year in paying for their instruction in said school if they were required to pay for it at the regular rates charged to other pupils of said school for the same year; said pupils so nominated and received shall be citizens of this State and shall be admitted into said school upon the same terms and subject to the same rules and discipline which shall apply to all other pupils of said school, with the single exception that they shall not be required to pay anything for their instruction.

SEC. 37. The said trustees shall annually make and distribute the reports required by the fourth paragraph of section 5 of said act of Congress.

SEC. 38. No portion of the said interest shall be paid over to said trustees until they shall contract with this State, in such form as the said commissioners shall approve, to fulfill and perform all the duties and obligations imposed upon them by this act: *Provided*, That the said board of trustees shall, in their corporate capacity, obligate themselves to erect additional and adequate buildings, as soon as the same may become necessary, without charge to or upon this State, and, in like manner, to furnish and provide a suitable tract of land conveniently located for an experimental farm.

SEC. 39. There shall be appointed by the governor, with the advice and consent of the senate, a board of visitors, consisting of ten persons, two from each Congressional district in this State, who shall hold their office respectively for five years and who shall in the first instance be so appointed that the term of office of two of the said board of visitors shall expire each year, and the governor shall in like manner appoint two annually thereafter and shall have power to fill all vacancies in the board, but the person so appointed to fill such vacancy shall only serve under such appointment until the next session of the senate and until an appointment shall have been made by the governor, with the advice and consent of the senate, and the person so appointed shall hold office only for the unexpired term of the person whose place he is to supply; and it shall be the duty of the board of visitors to visit the said school at least twice in each year and to make report thereon to the legislature during the second week of the annual session.

SEC. 40. The board of visitors shall possess general powers of supervision and control and shall report to the legislature such recommendations as to them may seem proper.

SEC. 41. The said board of trustees shall cause to be delivered annually in each county of this State one or more public lectures upon the subject of agriculture, free of charge.

SEC. 42. The students of agriculture and the mechanic arts shall be admitted into said college upon the recommendation of the board of chosen freeholders of their respective counties, and the number of students that a county shall at any one time be entitled to have in said college shall be equal to the number of representatives in the legislature to which such county is entitled, or in proportion to the same.

SEC. 43. The legislature shall have power at any time hereafter to pass such laws as may be deemed necessary and proper to enforce the due execution of this act and of the before-mentioned act of Congress.

SEC. 44. The board of visitors to the Agricultural College of New Jersey shall hereafter consist of two members from each Congressional district in this State

under the present apportionment, to be nominated by the governor, with the advice and consent of the senate.

SEC. 45. The members of the board of visitors to the agricultural college now in office shall continue to be members of the said board for the respective Congressional districts in which they now reside until the expiration of the term for which they were appointed.

SEC. 46. The public lectures hereafter to be delivered by the State agricultural college in the counties of this State shall, as to number, time, and place, be under the direction of the board of visitors of the State agricultural college.

SEC. 47. The term of office of members of the board of visitors to the agricultural college of New Jersey shall hereafter be two years: *Provided*, That this provision shall not apply to members appointed previous to the passage of this supplement.

SEC. 48. The actual personal expenses of members of the board of visitors incurred in the discharge of the duties imposed upon them by the act to which this is a supplement shall be audited by the comptroller and paid by the treasurer of the State out of any moneys unappropriated, on the certificate of the president and secretary of the board.

SEC. 49. For the purpose of bringing to public attention the condition of the free State scholarships in the State agricultural college, the board of visitors are hereby authorized to give such notice by letter, or posting, or by advertisement of the counties to which the vacant scholarships belong and the mode of filling them as they may judge to be to the interest of the State.

SEC. 50. Bills incurred for the above-named objects, properly certified by the president and secretary of the board, shall be audited by the comptroller and paid out of the State treasury.

SEC. 51. Whereas the proceeds of the "agricultural college fund" of the State of New Jersey were, by act of the legislature approved April 4, 1864, directed to be paid to the "trustees of Rutgers College, in New Jersey, for the maintenance in that department of Rutgers College known as Rutgers Scientific School of such courses of instruction (including the courses of instruction already established by said trustees) as shall carry out the intent" of the act of Congress of July 2, 1862, and whereas said "trustees of Rutgers College, in New Jersey," have by virtue of said act received the proceeds of said fund and have faithfully carried out the provisions of the laws of the United States and of the State of New Jersey relating thereto, and have maintained and are now maintaining the State agricultural college of New Jersey in its various departments, in pursuance of and as required by the law of the State, it is hereby affirmed and represented that said institution is the State agricultural college of New Jersey, and whereas by the act of the legislature of New Jersey entitled "An act to provide for the establishment of an agricultural experiment station," approved March 10, 1880, the State agricultural experiment station was created and established, and by the board of managers thereof, by the authority given them in the law, has been located at the said State agricultural college as a part of the agricultural system of the State, and whereas there is no other State agricultural college and no other agricultural department of a college and no other State agricultural experiment station in this State than is hereinbefore mentioned, the said Rutgers Scientific School, being said State agricultural college of New Jersey, maintained by the "trustees of said Rutgers College, in New Jersey," and at which the said State agricultural experiment station is established and located, is hereby designated the college to receive the benefit of the act of Congress "to establish agricultural experiment stations," approved March 2, 1887, and of the act "making an appropriation to carry into effect the provisions of an act approved March 2, 1887," approved February 1, 1888, and any supplements thereto; and the State of New Jersey does hereby designate the "trustees of Rutgers College, in New Jersey," maintaining said Rutgers Scientific School, said State agricultural college, as the parties to whom any and all moneys appropriated by Congress under said acts, or acts supplementary thereto, shall be paid for the purposes mentioned in said acts of Congress.

SEC. 52. The board of visitors to the State agricultural college shall hereafter consist of two members from each Congressional district in this State, to be appointed by the governor with the advice and consent of the senate.

SEC. 53. All acts and parts of acts inconsistent herewith are hereby repealed, and this shall take effect immediately.

SEC. 54. Whereas the commissioners named in said act approved April 4, 1864, "to take charge of such scrip, and as agents of the State to sell and dispose of the same at such time or times and in such mode as may appear to be most advantageous and safe," did invest the proceeds of the sale thereof in "war bonds" of the

State of New Jersey, a portion of which bonds have already matured and been paid, and the balance thereof will mature January 1, 1897, and January 1, 1902, and whereas the moneys received by said commissioners in payment of said bonds already matured and paid are uninvested, owing to the inability of said commissioners to invest the same conformably to the said act of Congress, and said moneys and the further funds to be received by said commissioners will remain uninvested and the objects of said act of Congress and of said act of the legislature of this State, approved April 4, 1864, thereby [be] defeated; and whereas the governor, by special message, has recommended legislation to meet the requirements of the situation, that forthwith on the passage of this act the said commissioners named in this act approved April 4, 1864, shall transfer and pay over the funds now in their hands or deposited to their credit to the official or officials having charge of the sinking fund of this State, and said commissioners shall from time to time hereafter, as moneys shall be by them received under this act approved April 4, 1864, likewise pay over and transfer the same to the State sinking fund, and thereafter the said moneys so transferred or paid over shall be incorporated with and become part and parcel of the sinking fund of this State and dealt with in all respects as part and parcel thereof.

SEC. 55. Upon payment or transfer of any such moneys as aforesaid to the sinking fund of the State, the State treasurer and comptroller shall issue and deliver therefor to said commissioners a certificate of this State to the effect that the State will pay to said commissioners, semiannually, 5 per cent of the amount so paid into or transferred to the sinking fund so long as said act of Congress and the laws of this State, passed in pursuance thereof, shall be in all things and by all parties observed and complied with.

SEC. 56. The per centum paid to said commissioners upon any certificate issued under this act shall be by them paid over to the person or persons, body or bodies, now or hereafter entitled by law to receive the same.

SEC. 57. In order that students in the schools in all parts of the State may receive the stimulus afforded by the opportunity to pursue the courses of study in the State agricultural college, and in order to enable said State agricultural college to furnish instruction gratuitously to students, residents of this State, in its several courses of study, as special courses of advanced study in the public school system of this State, there shall be sent to the said college to the number of one each year from each assembly district in this State, to be selected and designated as hereinafter provided, who shall receive gratuitous instruction in any or in all the prescribed branches of study in any of the courses of study of said State college, under the general powers of supervision and control possessed by the board of visitors of said State college; said students so received shall be residents of this State, and shall be admitted into said State college upon the terms and subject to the rules and discipline which shall apply to all other free students of said State college; and if there should be more than one suitably prepared applicant from the same assembly district in the same year, such additional applicants may, in the discretion of the board of visitors of the said State agricultural college, be received on any vacant scholarships of any other assembly districts until such districts shall require such scholarships after notice has been served on the superintendent of education of the county in which such vacant assembly districts are situated.

SEC. 58. Said students shall be selected as follows: A competitive examination, under the direction of the city superintendents and the county superintendent of education in each county, shall be held at the county court-house in each county of the State, upon the first Saturday in June in each year, and the necessary traveling expenses of said examiners not otherwise provided for by law, on the approval of the president and secretary of the board of visitors of said State agricultural college, shall be paid by said State college; students who apply for examination shall be examined upon such subjects as may be designated by the faculty of said college and the State board of education; and the said city and county superintendents shall report to the president of said college and to the State superintendent of public instruction the names of all such students examined as in their opinion are suitably prepared to enter said college, with their estimate of the order of excellence in scholarship shown by said students at such preliminary examination; certificates of appointment to the State agricultural college shall be issued by the State superintendent of public instruction to all of such students as are so found to be qualified to enter said college; and in case the vacant scholarships shall not be sufficient to receive all such successful candidates, preference in appointing to vacant scholarships shall be given to successful candidates in the order of the excellence of their examination as certified by said superintendents; and in general the regulations and provisions governing the conduct of such

examinations, and the appointment of said students to said scholarships shall be subject to the control of said board of visitors of said college.

SEC. 59. Each student so appointed and admitted to said college shall be regarded as holding a State scholarship, and for each scholarship so held there shall be paid, as hereinafter provided, on the 1st day of November in each year, to the treasurer of said college the sum of money as the said college is entitled to receive for each scholarship established in said college under the existing State agricultural college fund: *Provided*, That such payment shall be made only out of the income of the fund for the support of public free schools remaining after appropriations heretofore made payable out of said income are met.

SEC. 60. In order to ascertain the number of scholarships for which payment shall be made as aforesaid, the president of said college shall, in the month of October in each year, make his certificate in writing, setting forth the names of the students so as aforesaid appointed and then in attendance at said college, the assembly districts from which they were appointed and the classes in college to which they belong, or the special courses of study which they are pursuing, which certificate, when approved by the president of the board of visitors of the State agricultural college, shall be plenary evidence of the number of scholarships for which payment shall be made, and on filing the same with the comptroller of the State he shall draw his warrant upon the treasurer of the school fund for the sum of money to which the said college may accordingly be entitled, and the said treasurer shall thereupon pay the same as aforesaid.

SEC. 61. This act shall take effect immediately, and shall be subject to amendment, alteration, and repeal at the discretion of the legislature.

SEC. 62. Whereas by an act of Congress approved August 30, 1890, certain sums of money were appropriated to be paid annually to each State and Territory for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, established in accordance with an act of Congress approved July 2, 1862; and whereas the Rutgers Scientific School, maintained by "the trustees of Rutgers College, in New Jersey," is, and always hitherto has been, recognized as the agricultural college or agricultural department of the college established in accordance with the said act of Congress approved July 2, 1862, therefore: The assent of the State of New Jersey to the grant made to this State under the said act of Congress approved August 30, 1890, and to the purpose of said grant, as indicated by the acts of Congress relating thereto, is hereby declared and signified, and the secretary of state is hereby directed to transmit a certified copy of this act to the Secretary of the Treasury and to the Secretary of the Interior of the United States.

SEC. 63. The moneys received and to be received by this State under the said act of Congress approved August 30, 1890, shall immediately and as soon as received be paid over by the treasurer of this State, upon the warrant of the comptroller of this State and the order of the trustees of Rutgers College, to the treasurer of Rutgers College, for the more complete endowment and maintenance of the said agricultural college or agricultural department of the college, established, as aforesaid, for the benefit of agriculture and the mechanic arts, to be by the said trustees applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life and to the facilities for such instruction, in accordance with the acts of Congress relating thereto.

SEC. 64. The legislature shall have power at any time hereafter to pass such laws as may be deemed necessary and proper to enforce the due execution of this act and the before-mentioned acts of Congress.

SEC. 65. For the benefit of practical and scientific agriculture and for the development of our unimproved lands the New Jersey agricultural experiment station, with suitable branches, is hereby established.

SEC. 66. The direction and management of this institution shall be committed to a board of directors, which shall consist of the governor of the State, the board of visitors of the State agricultural college, together with the president and the professor of agriculture of that institution.

SEC. 67. The members of this board shall be called together by the secretary of the board of visitors, and shall organize by the election of a president and secretary, who shall hold their offices for one year and until their successors are elected; five members shall constitute a quorum.

SEC. 68. The board of directors shall hold a meeting each year at Trenton, on the third Tuesday in January, and other meetings at the call of the president, at such times and places as may best promote the objects of the institution.

SEC. 69. The board of directors shall locate said experiment station and branches, and shall appoint a director, who shall have the general management and over-

sight of the experiments and investigations necessary to carry out the objects of said institution, and shall employ competent chemists and other assistants necessary to analyze soils, fertilizers, and objects of agricultural interest, so as to properly carry on the work of the station, and it shall make an annual report of its work to the governor of the State.

SEC. 70. A sum not exceeding \$5,000 in any one year is hereby appropriated to said New Jersey experiment station, which money shall be paid from the State treasury on the presentation of the bills of said station properly certified by the president and secretary of the board of directors.

SEC. 71. From and after March 9, 1881, the board of directors created by said act [sec.] [but probably meaning the act of 1880 containing the matter given in sec. 66 above] shall be called and known as the board of managers.

SEC. 72. In addition to the powers now conferred upon said board, they shall have power to elect a treasurer, who shall hold his office for one year and until his successor shall be elected and qualified; and to appoint such other officers and agents as may be necessary to carry on the business of the institution; and to make such rules, by-laws, and regulations for the government of the board, and for carrying out the objects, business, and purposes of the institution as may, in their judgment, be necessary and proper.

SEC. 74. The expenses of said station, when presented to the comptroller of the State, accompanied by the proper vouchers, duly certified by the president and secretary of the board of directors, shall, upon warrant of said comptroller, be paid out of the State treasury: *Provided*, Such expenses do not exceed the sum of \$11,000 in any year.

SEC. 75. The expenses incurred by the board of managers of the New Jersey agricultural experiment station in printing the bulletins issued from said station—containing analyses of fertilizers, fodders, feeds, soils, etc., the results of investigations in feeding animals, in testing the adaptability of soils and manures for the various cereal, fruit, and vegetable crops, and such other results of investigations as may be deemed by the board of managers to be of immediate usefulness to the citizens of the State—when presented to the comptroller of the State, accompanied by the proper vouchers, duly certified by the president and secretary of the board of managers, shall, upon warrant of said comptroller, be paid out of the State treasury, said sum not to exceed \$1,500.

SEC. 76. Such payments shall be in addition to the annual appropriation now made for the payment of the expenses of said station.

SEC. 77. The expenses of said station, when presented to the comptroller of the State, accompanied by the proper vouchers, duly certified by the president and secretary of the board of directors, shall, upon warrant of said comptroller, be paid out of the State treasury: *Provided*, Such expenses do not exceed the sum of \$15,000 in any year.

SEC. 78. An act of Congress of the United States approved March 2, 1887, to establish agricultural experiment stations, and the appropriations and grants of moneys for the purposes therein made are hereby accepted and assented to on the part of the State of New Jersey.

SEC. 79. The assent of the State of New Jersey to the grants of moneys for the purposes, upon the terms and in accordance with the several conditions and provisions in said act contained, is hereby signified and expressed, and the secretary of state is hereby directed to transmit a certified copy of this act to the Secretary of the Treasury of the United States.

SEC. 80. The sum of \$30,000 is hereby appropriated for the construction of a State laboratory for the use of the State agricultural experiment station under the direction of the board of managers of the State agricultural experiment station on land selected by the said board of managers: *Provided*, Such land shall be acquired without cost or expense to the State of New Jersey, which sum the treasurer of this State is hereby authorized to pay for such purpose to the treasurer of said State agricultural experiment station upon the warrant of the comptroller, as bills therefor shall be presented, marked approved by the president and two members of the said board of managers of said State agricultural experiment station.

SEC. 81. The chemist or chemists of the State agricultural experiment station shall analyze all samples of milk, butter, or other farm products or the imitations thereof that may be sent to said station by the State dairy commissioner and his assistants and agents, and shall report to the said commissioner the results of such analyses, and the costs thereof shall be paid out of the appropriation made to said station.

SEC. 82. Whereas the officers of the State agricultural experiment station have discovered certain new fungous growths that threaten serious injury to important agricultural interests of the State: Therefore,

When the officers of the State agricultural experiment station shall discover any new fungous growth which is doing injury to plants or vines, and while the same is confined to limited areas, they are hereby authorized and empowered to enter upon any lands bearing vines or plants so affected and destroy the same by fire or otherwise, as they shall deem best.

SEC. 83. Any damage to private property resulting from the operation of destroying the said fungous growth by the officers of the State shall be certified to them, and the amount of damage paid to the owners thereof from the same fund and in the same manner as is paid to owners of deceased animals by order of the State board of health.

SEC. 84. Expenditures under this act shall not exceed \$1,000.

Schools: SEC. 27. It shall be the duty of the county superintendent, at such time and place as the State superintendent may appoint, to examine such candidates for State scholarships at the agricultural college as may present themselves, and the candidates shall be subjected to such examination as the faculty of the said college and the State superintendent shall prescribe; and the candidates who shall receive certificates of appointment to the agricultural college in any one county shall be those who obtain on such examination the highest average for scholarship, and the number of certificates thus granted shall in no case exceed the number of State scholarships to which such county is entitled.

Acts, 1896, chapter 135: SECTION 1. Section 2 of the act to be amended hereby, being chapter 417 of the laws of 1895 [sec. 53, above], is hereby amended so as to read as follows: "SEC. 2. Upon payment or transfer of any such moneys as aforesaid to the sinking fund of the State the State treasurer and comptroller shall issue and deliver therefor to said commissioners a certificate of this State to the effect that the State will pay to said commissioners 5 per cent annually in semi-annual payments of the amount so paid into or transferred to the sinking fund so long as said act of Congress and the laws of this State, passed in pursuance thereof, shall be in all things and by all parties observed and complied with." (Approved March 30, 1896.)

Acts, 1897, chapter 53: SECTION 1. Section 6 of the act to which this is an amendment is amended so as to read as follows: "SEC. 6. In lieu of all claims, rights, and titles the branch institution designated by this act has or may hereafter have upon the annual appropriation coming to this State from Congress under the provision of the supplement to the act of Congress of August 30, 1890, a sum not to exceed \$5,000 may annually be appropriated for the maintenance of said school out of any money in the State treasury not otherwise appropriated." (Approved March 31, 1897.)^a

Acts, 1901, chapter 99: The director of the New Jersey agricultural college experiment station at New Brunswick is hereby authorized to establish and maintain one or more stations for the scientific investigation of oyster propagation, said station or stations to be situate at some point or points in the oyster-growing sections of this State. The amount authorized to be expended under the provisions of this act shall not exceed the sum of \$200 in any one year: *Provided*, That no moneys shall be drawn from the treasury for the purposes of this act until the same shall have been specifically appropriated according to law. (Approved March 21, 1901.)

Acts, 1902, chapter 17: SECTION 1. The trustees of the State agricultural college of New Jersey be, and they are hereby, required to establish in said State agricultural college a department of ceramics, equipped and designed for the education of clay workers in all branches of the art which exist in this State or which can be profitably introduced and maintained in this State from the mineral resources thereof, including the manufacture of earthenware, stoneware, yellow wares, white wares, china, porcelain and ornamental pottery; also the manufacture of sewer pipe, fireproofing, terra cotta, sanitary clay wares, electric conduits and specialties, fire bricks and all refractory materials, glazed and enameled bricks, pressed bricks, vitrified paving materials, as well as the most economic and scientific methods in the production of the coarser forms of bricks used for building purposes; also the manufacture of tiles used for paving, flooring, decorative wall paneling, roofing, and draining purposes, and all other clay industries represented in our limits.

SEC. 2. Said department shall offer special instruction to clay workers on the origin, composition, properties, and testing of clays, the selection of materials for

^a This act has the following title: "An act to amend an act entitled 'An act to more fully carry out and put in force the true intent and purposes of the supplement to an act of Congress of August 30, 1890, and the acts of the legislature of New Jersey of March 24, 1881, and the manual-training act of 1888, passed May 25, 1891.'"

different purposes, the mechanical and chemical preparation of clays, the laws of burning clays, the theory and practice of the formation of clay bodies, slips, and glazes, and the laws which control the formation and fusion of silicates.

SEC. 3. Said department shall be provided with an efficient laboratory designed for the instruction of clay workers in the list of subjects enumerated in the second section of this act, and also equipped to investigate into the various troubles and defects which can not be understood or avoided except by the use of such scientific investigation; said laboratory shall be equipped with the necessary apparatus for chemical analysis, with furnaces and kilns for pyrometric and experimental trials and such apparatus and machinery as may be necessary for the proper preparation of clays for manufacture as is consistent with the character of the department.

SEC. 4. Said trustees shall employ to conduct this department of ceramics a competent expert of the necessary education and scientific acquirement, who shall teach the theoretical part of the subject and direct the laboratory for the instruction of students and prosecute such scientific investigations of the various clay industries as may be practicable, and from time to time to publish the results of his investigations in such form that they will be made public and accessible to clay workers of the State, for the advancement of the art and science of the subject.

SEC. 5. There shall be appropriated out of the general revenues of the State the sum of \$12,000, to be expended in the organization, equipment, and maintenance of said department, as provided for in the first four sections of this act, for the current year, and there shall be appropriated from the same fund the sum of \$2,500 annually hereafter, beginning on the next succeeding year, for the salary, supplies, and all other expenses of the maintenance of said department: *Provided*, Such sum or sums shall first be appropriated in the annual appropriation bill.

Acts, 1902, chapter 4: Whereas by the act * * * ["An act to increase the efficiency of the public school system of the State by providing for additional free scholarships at the State agricultural college"] it was enacted that one student from each assembly district in the State, to be selected by competitive examination under the direction of the city and county superintendents of education, should be sent each year to the State agricultural college for education in the courses of study there pursued, and that a stipulated compensation should be paid therefor to the college out of the public school fund of the State; and

Whereas a large number of qualified students have, in accordance with said act, been received and educated in the college, but the stipulated compensation (except \$1,500) has not been paid; and

Whereas the State is under a moral obligation, at least, to compensate the college for the services thus rendered in educating citizens of the State at the instance of the legislature: Therefore,

SECTION 1. The governor of the State is hereby authorized to appoint three citizens of New Jersey as a commission to examine into and consider the matters above mentioned, and to report, in writing, to the present or next session of the legislature what compensation ought, in justice and equity, to be paid by the State to said college in full satisfaction for the services rendered, and to be rendered, up to the close of the present collegiate year, under said act of March 31, 1890.

SEC. 2. The said commission shall also, in a separate report to the present or next session of the legislature, state whether, in their opinion, the system of education provided for in said act of March 31, 1890, should be continued after the close of the present collegiate year, or should be modified, or should be wholly discontinued, together with their reasons for such recommendations as they may make in the premises, to the end that the legislature may adopt such course as shall seem best for public interests.

Acts, 1903, chapter 119: SECTION 1. To pay the State college for the benefit of agriculture and the mechanic arts the balance due for services rendered to the State in the instruction, from September 1, 1890, to July 1, 1903, of students holding free State scholarships, granted pursuant to "An act to increase the efficiency of the public school system of the State by providing for additional free scholarships at the State agricultural college," passed March 31, 1890, there is hereby appropriated out of the State fund \$80,000 (the sum of \$1,500 having been heretofore paid), and the comptroller of the treasury is directed forthwith to draw his warrant therefor in favor of the treasurer of said college, and the State treasurer to pay the same. On surrender of such warrant the comptroller shall take from said college a release of all claims and demands of said college against the State.

Acts, 1903, chapter 273: [Appropriates \$2,500 for department of ceramics.]

NEW MEXICO.

[The following matter is taken from a volume entitled "1897. Compiled Laws of New Mexico, in accordance with an act of the legislature approved March 16, 1897. Prepared for publication by John P. Victor, Edward L. Bartlett, Thomas N. Wilkerson, commission." Santa Fe, N. Mex., 1897.]

SEC. 3550. The New Mexico College of Agriculture and Mechanic Arts, the University of New Mexico, the New Mexico School of Mines, the New Mexico Normal School at Silver City, the New Mexico Normal School at Las Vegas, the New Mexico Military Institute at Roswell, and the New Mexico Insane Asylum, shall be known as the Territorial institutions.

SEC. 3551. There is also hereby created and established an institution of learning to be known as the Agricultural College and Agricultural Station of New Mexico. Said institution is hereby located at or near the town of Las Cruces, in the county of Donna Ana, upon a tract of land of not less than 100 acres, contiguous to the main Las Cruces irrigating ditch, south of said town, and now owned by Jacob Schaublin, and which said land shall, within six months from the passage of this act, be donated and conveyed by said Schaublin, free of any cost and expense, to the Territory of New Mexico for such purpose: *Provided*, That no improvements or buildings, as hereinafter provided for, shall be made or erected upon such land until deed is duly executed, recorded, and filed in the office of the secretary of the Territory, as hereinafter provided.

SEC. 3552. The agricultural college and agricultural experiment station created and established by this act shall be an institution of learning open to the children of all the residents of this Territory, and such other persons as the board of regents may determine, under such terms, rules, and regulations as may be prescribed by said board of regents; shall be nonsectarian in character and devoted to practical instruction in agriculture, mechanic arts, natural sciences connected therewith, as well as a thorough course of instruction in all branches of learning bearing upon agriculture and other industrial pursuits.

SEC. 3553. The course of instruction of the college hereby created shall embrace the English language, literature, mathematics, philosophy, civil engineering, chemistry, and animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and political, rural, and household economy, horticulture, moral philosophy, history, mechanics, and such other sciences and courses of instruction as shall be prescribed by the regents of this institution of learning. The management of said college and experiment station, the care and preservation of all property of which such institution shall become possessed, the erection and construction of all buildings necessary for the use of said college and station, and the disbursement and expenditure of all moneys provided for by this act, shall be vested in a board of five regents. Said five regents shall possess the same qualifications, shall be appointed in the same way, and the terms of office shall be the same, and the vacancies shall be filled in like manner as is provided for the Territorial university.

[The management and control of said university, the care and preservation of all property of which it shall become possessed, the erection and construction of all buildings necessary for its use, and the disbursement and expenditure of all moneys appropriated by this act, shall be vested in a board of five regents, to consist of five qualified voters, who shall be owners of real estate in this Territory. Said five members of the board of regents shall be appointed in the manner now provided by law for the appointment of Territorial officers, not earlier than the 1st day of September nor later than the 1st day of October next after the passage of this act, and vacancies occurring in said board shall be filled in the same manner as is now provided by law for the filling of vacancies in other Territorial offices.]

SEC. 3552. The board of regents provided for in this act shall be appointed, one for a term of one year, one for a term of two years, one for a term of three years, one for a term of four years, and one for a term of five years: *Provided*, That all appointments made to fill vacancies caused by death, resignation, or otherwise, shall be for the unexpired term of the incumbent whose place shall have become vacant. All other appointments made subsequent to the appointment of the first board of regents provided for in this act shall be for the term of five years and until the appointment and qualification of a successor to such appointee.]

Said regents and their successors in office shall constitute a body corporate, with the name and style of The Regents of the Agricultural College of New Mexico, with the right as such of suing and being sued, of contracting and being contracted with, of making and using a common seal and altering the same at pleasure, of causing all things to be done necessary to carry out the provisions of this act. A majority of the board shall constitute a quorum for the transaction of business, but a less number may adjourn from time to time.

SEC. 3554. The board shall meet and organize, by the election of its said officers, at said town of Las Cruces, or at the said college grounds in the said county of Donna Ana, on the second Wednesday in November, 1889. The officers then elected

and their successors in office shall be the same, be elected in the same manner, at the same time, and possess the same qualifications, and the regents and officers shall perform their duties as provided for the regents and officers of the University of New Mexico in this act.

SEC. 3555. The regents shall have the power and it shall be their duty to enact laws for the government of the said agricultural college and experiment station.

SEC. 3556. The board of regents shall direct the disposition of any moneys belonging to or appropriated to the agricultural college and experiment station established by this act, and shall make all rules and regulations necessary for the government and management of the same, adopt plans and specifications for necessary buildings and superintend the construction of said buildings, and fix the salaries of professors, teachers, and other employees and the tuition fees to be charged in said college.

SEC. 3557. The agricultural experiment station provided for in this act in connection with said agricultural college shall be likewise located upon the land referred to in section 3551, and it shall be under the direction of the said board of regents of said college for the purpose of conducting experiments in agriculture according to the terms of section 1 of an act of Congress, approved March 2, 1887, to establish agricultural experiment stations. The said college and experiment station shall be entitled to receive all the benefits and donations made and given to similar institutions of learning in other States and Territories of the United States by the legislation of the Congress of the United States now in force or that may hereafter be enacted and particularly to the benefit and donations given by the provisions of an act of Congress of the United States approved July 2, 1862, and March 2, 1887.

SEC. 3558. The assent of the legislative assembly of the Territory of New Mexico is hereby given in pursuance of the requirements of section 9 of said act of Congress approved March 2, 1887, to the granting of money therein made to the establishment of experiment stations in accordance with section 1 of said last-mentioned act, and assent is hereby given to carry out, within the Territory of New Mexico, all and singular the provisions of said act.

SEC. 3559. The board of regents shall have power and it shall be their duty to enact laws for the government of the agricultural college and experiment station, and the meetings of said board may be called in such manner as the regents may prescribe.

SEC. 3560. The immediate government of the several departments shall be intrusted to their respective faculties, but the regents shall have the power to regulate the course of instruction and prescribe, under the advice of the faculty, the books and authorities to be used in the several departments, and also to confer such degrees and grant such diplomas as are usually conferred and granted by other agricultural colleges. The regents shall have power to remove any officer connected with the agricultural college or experiment station when, in their judgment, the best interests of the college require it.

SEC. 3561. There is hereby created and established a subagricultural experiment station in connection with the agricultural college and agricultural station of New Mexico. Said subagricultural experiment station is hereby located at some point in the county of San Juan, hereafter to be selected by the board of regents of the Agricultural College of New Mexico: *Provided*, That the county of San Juan, or some person or persons for said county, shall within three months from the passage of this act, deed, donate, and transfer to the Territory of New Mexico, for the use of said subagricultural experiment station, not less than 100 acres of good arable land, under an irrigating ditch, such land and the location thereof to be accepted and determined by the board of regents of the agricultural college. The sufficiency of the deed and the title to the land so to be donated to the Territory of New Mexico shall be passed upon and approved by the solicitor-general of New Mexico.

SEC. 3562. The board of regents of the agricultural college and agricultural station of New Mexico are hereby authorized and instructed to apply to the construction of buildings, etc., of the subagricultural experiment station, provided for by this act, the sum of \$5,000, appropriated by the legislative assembly of New Mexico for the agricultural experiment station in the county of San Juan, under and by the provisions of an act entitled "An act and resolution authorizing the governor to receive certain moneys from the United States, accepting the terms of the act of Congress appropriating the same and providing for the disposition thereof."

SEC. 3563. The board of regents of the agricultural college and agricultural station of New Mexico are hereby authorized and instructed to apply to the support and maintenance of the subagricultural experiment station herein provided for so much of all the moneys now on hand and hereafter received from the Gov-

ernment of the United States under and by virtue of acts [act?] of the Congress of the United States, approved March 2, 1887, as can be applied by said board of regents in justice to the agricultural college of New Mexico at Las Cruces and the substations to be established in other portions of the Territory.

SEC. 3564. There is [are] hereby created and established in connection with the agricultural college and agricultural station of New Mexico two branch agricultural experiment stations, to be located as follows: One at some point in the northeastern portion of the Territory of New Mexico, between the town of Glorieta, in the Sierra Madre Mountains, and the town of Raton, near the eastern boundary of New Mexico, and the other at some point in the Pecos Valley, in the southeastern portion of the Territory, the exact point in each section to be determined hereafter by the board of regents of the agricultural college and agricultural station of New Mexico.

SEC. 3565. For the purposes of this act there shall be deeded, donated, and transferred to the Territory of New Mexico, at each of the points finally determined upon by the said board of regents for the exact location of the said experiment stations, for the use of each of said branch agricultural experiment stations, not less than 100 acres of good arable land under an irrigating ditch, such land and the location thereof to be accepted and determined by the said board of regents of the agricultural college; the sufficiency of the deed and the title to the land so to be donated to the Territory of New Mexico to be passed upon and approved by the solicitor-general of the Territory.

SEC. 3566. The board of regents of the agricultural college and agricultural station of New Mexico is hereby authorized and empowered to apply to the construction of buildings, etc., upon the lands donated to each of said branch agricultural experiment stations provided for by this act, out of the moneys hereinafter levied and collected, the sum of not less than \$2,500 to each of said experiment stations.

SEC. 3567. The board of regents of the agricultural college and agricultural station of New Mexico is hereby authorized and instructed to apply to the support and maintenance of each of the branch agricultural experiment stations hereby created so much of all the moneys now on hand and hereafter received from the Government of the United States, under and by virtue of an act of Congress of the United States approved March 2, 1887, as can be applied by said board of regents in justice to the Agricultural College of New Mexico, at Las Cruces, and the experiment stations hereby and heretofore established in other portions of the Territory.

SEC. 3567a. The assent of the legislative assembly of the Territory of New Mexico is hereby given in pursuance of the requirement of section 2 of an act of Congress approved August 30, 1890, to the granting of moneys for the benefit of the Agricultural College of the Territory of New Mexico, and the said legislative assembly accepts and consents to all the terms and conditions of said act of Congress, and assent is further given to carry out within the Territory of New Mexico, all and singular, the provisions of said act of Congress.

[The following sections come under the heading "Special provisions as to the New Mexico College of Agriculture, University of New Mexico, New Mexico School of Mines, and Insane Asylum."]

SEC. 3633. The members of the several boards of the institutions established by this act shall be allowed their actual and necessary traveling expenses in going to and returning from all necessary sessions of their respective boards and also their necessary expenses while in actual attendance upon the same.

SEC. 3634. If any secretary, treasurer, or other officer or member of the several boards of any of the institutions provided for in this act shall feloniously embezzle, secrete, misapply, or convert to his or their own use any money or property belonging to any of said institutions, he shall be deemed guilty of a felony, and on conviction thereof shall be confined to the Territorial penitentiary for a term of not less than three nor more than ten years, in the discretion of the court before whom such conviction shall be had.

SEC. 3635. The secretary and treasurer of all such boards shall make disbursements of the funds in his hands on the order of the board, which order shall be countersigned by the president of the board, and shall state on what account the disbursement is made.

SEC. 3636. Whenever there shall be any money in the hands of the Territorial treasurer to the credit of any of the specific funds set apart of the institutions created by this act, deemed sufficient by such board to commence the erection of any of the necessary buildings or improvements, or pay the running or other

expenses of such institution, the Territorial auditor, on the request in writing of any such boards, shall, and it is hereby made his duty to, draw his warrant in favor of the treasurer against the specific fund belonging to said institution in such sum, not exceeding the amount on hand in such specific fund at such time, as said board may deem necessary: *Provided*, That any such board shall only draw said money as it may be necessary to disburse the same.

SEC. 3637. All of the managing boards of the several institutions provided for in this act shall annually, on or before the 1st day of December, make a full and true report in detail, under oath, of all their acts and doings during the previous year, their receipts and expenditures, the exact status of their institution, and any other information that they may deem proper and useful or which may be called for by the governor, which said reports shall be made to the governor, and he shall transmit the same to the succeeding session of the legislature.

SEC. 3639. The governor of the Territory and the Territorial superintendent of public instruction or education, if there be one, shall ex officio be advisory members of all boards of the several institutions provided for in this act, but shall not have the right to vote or be eligible to office therein.

SEC. 3640. The several boards provided for in this act shall have power in their discretion to employ skilled architects and superintendent to prepare plans and supervise the construction of any of the buildings provided for in this act, and to fix his compensation subject to the provisions and restrictions of this act.

SEC. 3641. The regular meetings of all boards provided for in this act shall be held quarterly: *Provided*, That they may hold as many special sessions as they shall deem necessary.

SEC. 3642. The several boards provided for in this act shall have power in their discretion to provide that their several secretaries and treasurers shall receive a salary not to exceed \$50 a month: *Provided*, The secretary and treasurer of the board of regents of the agricultural college shall receive a salary of \$100 per month.

SEC. 3643. At least one member of the several boards provided for in this act shall be a resident of the town or city at or near which the institution is located.

SEC. 3644. The records of the several boards provided for in this act shall be open at all reasonable times for the inspection of any citizen.

SEC. 3645. No employee or member of any of the boards created by this act shall be interested pecuniarily, either directly or indirectly, in any contract for building or improving any of said institutions or for the furnishing of supplies to any of such institutions.

SEC. 3646. Each and every member of the several boards created by this act shall, before entering upon their respective duties, take and subscribe an oath to faithfully and honestly discharge their duties in the premises and strictly and impartially perform the same to the best of their several abilities. Said oath shall be filed with the secretary of the Territory.

SEC. 3647. All of the institutions established by this act shall be entitled to receive all the benefits and donations made and given to similar institutions of learning and charity in other States and Territories of the United States by the legislation of the Congress of the United States, or from private individuals or corporations, and for the benefit of said institutions they shall have power to buy and sell or lease or mortgage realty, and do all things that, in the opinion of the several boards, will be for the best interests of said institutions and are in the line of its object.

SEC. 3648. All the institutions provided for in this act shall forever remain strictly nonsectarian in character, and no creed or system of religion shall be taught in any of them.

SEC. 3659. Diplomas issued to graduates of * * * the Territorial Agricultural College at Las Cruces shall be, and the same are hereby, considered as first-class teachers' certificates in any of the counties in the Territory of New Mexico.

SEC. 3690. An issue of the bonds of the Territory of New Mexico is hereby authorized and directed to be made in the sum of \$35,000, to be known as Territorial institution bonds * * * and shall be made payable in thirty years from July 1, 1895.

SEC. 3691. The auditor of public accounts is hereby directed to levy a tax sufficient to pay the interest on said bonds and to give notice of such assessment to the several officers who are charged with the duty of assessment of taxes in the several counties of the Territory, who shall assess the same in the same manner that other taxes are required to be assessed for Territorial purposes; and for the final redemption of the principal of said bonds there shall, in the same manner, be annually levied, after the expiration of ten years from the date of the issue of said bonds, an annual tax sufficient to provide for the payment of such bonds by or before the maturity thereof.

SEC. 3692. Said bonds, when so issued, shall be delivered * * * \$15,000 to the board of regents of the New Mexico College of Agriculture and Mechanic Arts at Las Cruces, and negotiated by the board of regents of each of said Territorial institutions to the best advantage possible, and the proceeds thereof shall be used by the board of regents of each of said Territorial institutions, from the amount of said bonds so delivered to them, in the erection, completion, and furnishing of suitable buildings and other improvements that may be made under the direction of said board of regents, for the benefit of their respective institutions, and for the providing for the needed and necessary furniture and furnishings of their respective institutions in such manner as to the board of regents may seem best: *Provided, however*, Said bonds shall not be sold under par, but the necessary expense of their negotiation may be deducted or paid from the amount realized from the sale of said bonds or any of them.

SEC. 3693. Hereafter, whenever it shall be deemed necessary by the board of regents of the * * * Agricultural College and Agricultural Station of New Mexico * * * to acquire title to any lands for the use of any such institution, and the owner or owners of such lands are unable or unwilling to accept a fair and reasonable price for such lands, then, and in that event, each of the said several boards may acquire, in the name of the Territory of New Mexico, title to so much of said land or lands as shall be deemed necessary by any such board for the use of any such institution, in the same manner as now provided by law for the condemnation of land for railroad purposes, and such land so taken shall be deemed to be taken for public use.

SEC. 3693a. That it shall be unlawful for any officer of any Territorial institution of this Territory to incur or contract any indebtedness for or on behalf of the Territory in excess of the sum appropriated by the general assembly for the use or support of such institution for the fiscal year. Nor shall any officer of any Territorial institution draw any money from the Territorial treasury unless the same shall be absolutely needed and required by such institution at the time, and then only upon the warrant of the Territorial auditor. Any person offending against the provisions of this act shall be guilty of a misdemeanor, and upon conviction shall be punished by a fine not exceeding \$500 and dismissal, in the discretion of the court. The term "officer," as used in this act, shall be taken to include members of the various boards created by the law to govern or supervise the respective institutions.

Acts, 1897, Chapter LXXII: SEC. 5. [For] The New Mexico College of Agriculture and Mechanic Arts [and other named Territorial institutions for support and maintenance] an annual tax levy to the amount of two and five one-hundredths of 1 mill on the dollar, in addition to that provided for other purposes, shall be made and collected, and the product of such levy shall be distributed as follows: To the New Mexico College of Agriculture and Mechanic Arts, twenty one-hundredths of 1 mill * * *: *Provided*, That the funds herein provided for the College of Agriculture and Mechanic Arts shall only be used for building, repairs, the teaching of Spanish and other branches not paid for out of United States funds, and other such expenses: *Provided, further*, That no president or member of the faculty of any Territorial institution shall be removed during the term for which he is elected or appointed except for cause and after trial by the board of regents of his institution, and that no secretary or treasurer of any such institution, except those supported in whole or in part by United States appropriation, shall receive any compensation as such secretary and treasurer, or either.

Acts, 1899, Chapter LXXIV: SEC. 7. The Commissioner of Public Lands shall keep separate accounts of all moneys received from lands reserved for * * * an agricultural college.

Ibid., 1899, Chapter LXXXI: SECTION 1. For the New Mexico College of Agriculture and Mechanic arts twenty-one one-hundredths of 1 mill for "each and every year hereafter."

Ibid., 1901, Chapter LXXXIX: SECTION 1. After the passage of this act an issue of the bonds of the Territory of New Mexico is hereby authorized and directed to be made in the sum of \$25,000, to be known as the New Mexico Agricultural College bonds. Such bonds shall be issued in the denomination of \$1,000 each, bearing interest at the rate of 5 per cent per annum, interest payable semiannually on the 10th days of January and July, principal and interest payable at the Western National Bank, in the city of New York, State of New York. And said bonds shall be signed by the governor and treasurer of the Territory and countersigned by the auditor of public accounts, and shall be made payable in thirty years from the date of their issue, but may be redeemed at the pleasure of the Territory at any time after twenty years from their date.

SEC. 2. And there is hereby pledged for the payment of said bonds and interest

the revenues arising from the leasing and the income derived from the safely invested proceeds of sales of 75,000 acres of the 100,000 acres of land granted to the Territory of New Mexico by the United States for the use and benefit of the New Mexico College of Agriculture and Mechanic Arts, in accordance with the provisions of the act of Congress entitled "An act to make certain grants of land to the Territory of New Mexico and for other purposes," approved June 21, 1898, and the act of the legislative assembly of the Territory of New Mexico entitled "An act establishing a board of public lands, assigning their duties, and for leasing and managing public lands and funds," approved March 16, 1899. And all of such proceeds, or so much thereof as may be necessary, together with any interest accruing therefrom, shall be paid to the treasurer of the Territory of New Mexico and be by him separately kept as a fund for the payment of the interest and principal of the bonds herein provided to be issued: *Provided, however*, Should the proceeds as aforesaid be not sufficient in any year to pay the interest which shall become due as provided herein, the auditor of public accounts of the Territory of New Mexico is hereby directed to levy a tax, at the time that other taxes are levied, sufficient to pay the interest on said bonds, and to give notice of such assessment or levy of taxes to the several officers who are charged with the duty of the assessment of taxes in the several counties of the Territory, who shall assess the same in the manner that other taxes are required to be assessed for Territorial purposes: *And further provided*, In event sufficient funds have not been realized from the proceeds of sales and rentals as aforesaid, principal and interest, on the 1st day of January, 1929, then such portion of said lands authorized by law to be sold, remaining unsold at that time, as may be necessary, shall be at once put upon the market and sold by the board of public lands under such regulations and laws as may then be in force, and the proceeds realized from such sales shall likewise go to pay any part of said bonds and interest then unpaid when due and to reimburse the Territory for all interest paid by it and remaining unpaid in accordance with the provisions of this act.

SEC. 3. Said bonds shall be issued and negotiated under the direction of the treasurer of the Territory of New Mexico: *Provided, however*, Said bonds shall not be sold under their face value. The proceeds of the sale of said bonds shall be safely kept by the treasurer of the Territory of New Mexico, under bond, and may be expended by the board of regents of said institution for the following purposes: The erection of a dormitory for boys and young men attending such institution; the erection of a gymnasium and library building, and furniture, fixtures, and equipment for said buildings; for the purchase or development of ample and sufficient water supply for domestic and irrigation purposes of said institution and the farm connected therewith; for repairs to and insurance upon, and fuel, water, and lights for, all college buildings; for salaries of janitors and librarian, and for such necessary printing as can not be paid for out of United States appropriations.

Ibid., Chapter XC: [Appropriates twenty one-hundredths of 1 mill on the dollar tax to the New Mexico College of Agriculture and Mechanic Arts.]

Ibid., Chapter XCVIII: SECTION 1. The boards of managers of the different Territorial institutions, under whatsoever name they may be legally designated, are hereby directed and required to keep in suitable books of record a strict account of all moneys received by them from the Territory, and also itemized accounts of the disbursement of the same. They shall require all bills against such institutions to be made out in duplicate, and all salaries or other expenditures, except for bills and current expenses, shall be receipted for in duplicate, one of such bills or receipts to be kept by the said board of managers with the other papers and property of the institution and the other to accompany all requisitions upon the auditor of the Territory for warrants, and no warrant shall be drawn by the auditor for any amount in favor of any such institution unless the requisition therefor is accompanied with such itemized receipts for the money expended after the last requisition.

SEC. 3. It is hereby made the duty of the several boards of managers of Territorial, charitable, or other institutions which receive any money from the Territorial treasury at the end of each fiscal year to make out an itemized and detailed statement of all receipts and disbursements of such institution up to and including the last day of said fiscal year, which shall be sworn to as correct by the secretary, treasurer, or other accounting officer of such institution who draws and receives the Territorial funds, and shall be transmitted to the governor of the Territory within the first thirty days of the new fiscal year; and any failure on the part of any person or officer to perform the duties herein specified shall subject such person to removal from his position, and in case he is a bonded officer it shall be considered as a breach of his bond and be a misdemeanor in office, for which he may

be fined in any sum not exceeding \$500 nor less than \$100, which shall be recovered from him and the sureties on his bond as a penalty.

SEC. 4. The governing boards of the several educational institutions of this Territory shall, at the same time when the annual financial statement required by section 3 of this act is to be made, also make and transmit to the governor a list of the pupils enrolled in such institution on the last day of the preceding fiscal year, stating the name, age, residence, and grade of each pupil.

NEW YORK.

[The following matter is taken from the Revised Statutes, Codes, and General Laws of the State of New York, certified by the Secretary of State, under sec. 932 of the Code of Civil Procedure, as amended by Laws of 1895, chap. 594, 3d ed., by Clarence F. Birdseye, New York, 1901.]

Cornell University: SECTION 1. The treasurer of the State is hereby designated as the officer designated by the laws of the State in pursuance of an act of the Congress of the United States approved August 30, 1890, and the assent of this State is hereby given to the purpose of said grants and to all the terms and conditions thereof, as specified in such act of Congress.

SEC. 2. The treasurer of this State shall keep the accounts of all moneys hereafter received by him in pursuance of such act of Congress in a separate fund to the credit of the Cornell University, and shall pay all such moneys immediately upon the receipt thereof by him to the treasurer of the Cornell University upon the warrant of the comptroller, issued upon the order of the trustees of the Cornell University, in pursuance of said act of Congress.

SEC. 3. The sum of \$15,000 heretofore paid to the treasurer of this State in pursuance of such act of Congress is hereby appropriated, to be paid by the treasurer of the State to the treasurer of the Cornell University out of the fund to which the same may be credited, upon the warrant of the comptroller, issued upon the order of the trustees of the Cornell University in obedience to the requirements of said act of Congress.

SEC. 4. The balance of the income of the college land-scrip fund received by the State prior to October 1, 1889, and not heretofore paid over to the Cornell University and reported by the comptroller of this State in his communication to the Senate dated March 31, 1890, to be payable to the Cornell University in accordance with the decision of the court of appeals in the action entitled "The People *ex rel.* Cornell University, appellant, against Ira Davenport, comptroller, respondent," decided by the court of appeals January 14, 1890, and amounting to the sum of \$89,383.66, is hereby appropriated, to be paid by the treasurer of the State, out of any moneys in the treasury not otherwise appropriated, to the treasurer of the Cornell University upon the warrant of the comptroller, issued upon the order of the trustees of the Cornell University, reciting that the same shall be in full of all claims or demands of the Cornell University against the State for or on account of the income of the college land-scrip fund received by the State prior to October 1, 1889, except for the sum of \$3,096.25, the balance of such income in the treasury of the State upon October 1, 1889.

SEC. 5. There is hereby established a State veterinary college at Cornell University. For the purpose of constructing and equipping suitable buildings for such college upon the grounds of said university at Ithaca, N. Y., the sum of \$50,000, or so much thereof as may be necessary, is hereby appropriated, to be paid by the treasurer, upon the warrant of the comptroller, upon vouchers approved by the commissioner of agriculture, to the Cornell University. No part of such money shall be expended until plans and specifications for the construction and equipment of such buildings and of the location thereof shall have been approved by the commissioner of agriculture nor until the comptroller shall have certified that in his judgment the expense of the completion and equipment of such buildings in accordance with such plans and specifications will not exceed the amount of such appropriation. Such buildings and equipment shall be the property of the State. [By a law of 1895, chap. 598, \$100,000 was appropriated on the same conditions.]

SEC. 6. The State veterinary college, established by law, shall be known as the New York State Veterinary College. The object of said veterinary college shall be to conduct investigations as to the nature, prevention, and cure of all diseases of animals, including such as are communicable to man and such as cause epizootics among live stock; to investigate the economical questions which will contribute to the more profitable breeding, rearing, and utilization of animals; to

produce reliable standard preparations of toxins, antitoxins, and other products to be used in the diagnosis, prevention, and cure of diseases and in the conducting of sanitary work by approved modern methods; and to give instruction in the normal structure and function of the animal body, in the pathology, prevention, and treatment of animal diseases, and in all matters pertaining to sanitary science as applied to live stock and correlatively to the human family. All buildings, furniture, apparatus, and other property heretofore or hereafter erected or furnished by the State for such veterinary college shall be and remain the property of the State. The Cornell University shall have the custody and control of said property, and shall, with whatever State moneys may be received for the purpose, administer the said veterinary college, with authority to appoint investigators, teachers, and other officers, to lay out lines of investigation, to prescribe the requirements for admission and the course of study, and with such other power and authority as may be necessary and proper for the due administration of such veterinary college. Said university shall receive no income, profit, or compensation therefor, but all moneys received from State appropriations for the said veterinary college or derived from other sources in the course of the administration shall be kept by said university in a separate fund from the moneys of the university, and shall be used exclusively for said New York State Veterinary College. Such moneys as may be appropriated to be paid to the Cornell University by the State in any year, to be expended by said university in the administration of said veterinary college, shall be payable to the treasurer of Cornell University in three equal payments, to be made on the 1st day of October, the 1st day of January, and the 1st day of April in such year, and within thirty days after the expiration of the period for which such installment is received the said university shall furnish the comptroller of the State of New York satisfactory vouchers for the expenditure of such installment. The said university shall expend such moneys and use such property of the State in administering said veterinary college, and shall report to the governor during the month of January in each year a detailed statement of such expenditures and of the general operations of the said veterinary college. No tuition fee shall be required of a student pursuing the regular veterinary course who, for a year or more immediately preceding his admission to said veterinary college, shall have been a resident of this State. The tuition fees charged to other students and all other fees and charges in said veterinary college shall be fixed by Cornell University, and the moneys so received shall be expended for the current expenses of the said veterinary college.

SEC. 7. Upon the acceptance by Cornell University of the provisions of this act, which acceptance in writing duly executed and acknowledged in the manner provided by law for the execution of written instruments by corporations shall be filed in the office of the secretary of state within ten days after the approval of this act, the trustees of Cornell University are authorized and empowered to create and establish a department in said university to be known as and called the New York State College of Forestry, for the purpose of education and instruction in the principles and practices of scientific forestry.

SEC. 8. For the purposes of such school and for carrying out the objects of this act the board of trustees of said university are hereby authorized and empowered, by and with the consent and approval and under the direction of the forest preserve board of this State, to contract for the purchase of and to purchase and to acquire by purchase title to not more than 30,000 acres of land in the Adirondack forests. The university shall have the title, possession, management, and control of such land, and by its board of trustees through the aforesaid college of forestry shall conduct upon said land such experiments in forestry as it may deem most advantageous to the interests of the State and the advancement of the science of forestry, and may plant, raise, cut, and sell timber at such times, of such species and quantities, and in such manner as it may deem best, with a view to obtaining and imparting knowledge concerning the scientific management and use of forests, their regulation and administration, the production, harvesting, and reproduction of wood crops, and earning a revenue therefrom, and to that end may constitute and appoint a faculty of such school, consisting of one director or professor and two instructors, and may employ such forest manager, rangers, and superintendents and incur such other expenses in connection therewith as may be necessary for the proper management and conduct of said college and the care of said lands and for the purposes of this act within the amount hereinafter appropriated.

SEC. 9. The superintendent of the State land survey or the State engineer and surveyor shall make such surveys and furnish such maps as may be required by said trustees and authorized and directed by the forest preserve board of lands purchased or proposed to be purchased for the purposes of this act.

SEC. 10. Every deed or conveyance of lands acquired under the provisions of

this act by said university shall contain in the habendum clause thereof a condition and covenant that the same and the title to the land conveyed therein and thereby is taken by the grantee therein named, the Cornell University, under and pursuant to the provisions of this act, and shall also contain an express covenant running with the land and binding upon said university that the same is conveyed for the uses and purposes in this act provided for, and also an express covenant on the part of said university to convey said lands to the people of the State, as hereinafter provided for. Every such conveyance shall be executed in duplicate, one of which shall be recorded in the office of the clerk of the county where the land is situated and the other in the office of the secretary of state.

SEC. 11. Payments for the lands thus purchased shall be made in manner following: Upon the execution of any contract or conveyance pursuant to section 8 and section 9 above, the board of trustees of the university shall transmit a certified copy thereof to the forest-preserve board with a written request for a warrant and certificate for the payment of the purchase price to the grantor or proper persons entitled thereto. The forest-preserve board shall, after examination, and if such be the fact, make and execute its certificate that said purchase or contract was made by and with its consent and approval and under its direction, and that the same is in all respects in conformity with the provisions of this act, and shall attach such certificate to said request for a warrant and certificate, and transmit the same to the comptroller, who shall thereupon draw his warrant upon the treasurer in favor of the grantor or proper person entitled to the purchase price, and the treasurer shall pay the same from any moneys heretofore or hereafter appropriated for the purpose of chapter 220 of the laws of 1897.

SEC. 12. All moneys received by Cornell University from State appropriations for the said [forestry] college shall be kept by said university in a separate fund from the moneys of the university, and shall be used exclusively for said college. Such moneys as may be appropriated to be paid to the Cornell University by the State, in any year, to be expended by said university in the administration of said college shall be payable to the treasurer of Cornell University in three equal payments, to be made on the 1st day of October, the 1st day of January, and the 1st day of April in each year, and within thirty days after the expiration of the period for which each installment is received the said university shall furnish the comptroller of the State of New York satisfactory vouchers for the expenditure of such installment. The said university shall expend such moneys and use such property of the State in administering said college, and shall report to the legislature during the month of January in each year a detailed statement of such expenditures and of the general operations of said college. Neither the board of trustees nor any member thereof shall receive any compensation for services under this act, but each such member is entitled to be repaid from the State treasury his actual and necessary expenses incurred in the performance of any duty imposed upon him under this act by the trustees or the forest-preserve board, on like certificate of the forest-preserve board to and on the audit and warrant of the comptroller.

SEC. 13. All sums received by the university from the sale of timber or otherwise, under this act, shall be deposited on the first day of each month to the credit of Cornell University in such bank or banks as may be designated by the comptroller for that purpose. Each bank so designated shall file with the comptroller a bond in an amount and on conditions approved by him. The treasurer of Cornell University shall, on or before the fifth day of each month, file with the State comptroller a verified statement showing the amount of money so received and deposited, when, from whom, and for what received, and the day on which the deposit was made, and said statement shall have indorsed thereon a certificate of the proper officer of the bank that such deposit has been made. The money so deposited may be drawn by the treasurer on his check or draft countersigned by the comptroller for any amount included in an estimate approved as herein provided. The director of the New York State College of Forestry of Cornell University shall, on the first day of each month, file with the comptroller an estimate and detailed statement of all moneys that will, in the judgment of such director, be required in that month for the administration of the trust committed to Cornell University under this act in connection with the forest lands. The comptroller may revise and reduce the estimate and shall fix the amount which may be drawn thereon. At the end of the period for which the trustees of Cornell University hold title to said forest lands they shall render a full account of said fund to the comptroller of the State of New York, and all balances, if any then remain, shall be paid over to the State treasurer.

SEC. 14. Subject only to the powers, duties, and responsibilities vested in or imposed upon the trustees of Cornell University by this act and except as may be inconsistent with this act and the objects and purposes herein provided for,

the land so purchased shall be deemed to be and shall be regarded as a part of the forest preserve, so far as may be necessary for the protection of fish, game, and forests, as prescribed by the fish, game, and forest law; and the jurisdiction, supervision, powers, duties, and responsibilities of the fish, game, and forest commission, and of fish and game protectors and foresters, authorized by the fish, game, and forest law, except as may be inconsistent with the provisions of this act, shall extend and apply to the land so purchased hereunder for the purposes of this act.

SEC. 15. Upon and at the expiration of thirty years from and after the taking effect of this act all lands and each and every part and parcel thereof purchased by said university and paid for by the State under and pursuant to the provisions of this act shall be by the board of trustees of said university, or its successors, granted and conveyed to the people of the State of New York by a good and sufficient deed of conveyance, without further price or consideration therefor, and the same shall thereupon be and become a part of the forest preserve. Nothing herein contained, however, shall be held or construed to render it obligatory upon the trustees to accept the provisions hereof.

SEC. 16. The sum of \$10,000 is hereby appropriated out of any moneys in the treasury not otherwise appropriated for the purposes of this act, exclusive of the purchase of land, to be paid to Cornell University; such sum to be expended by the board of trustees of Cornell University as hereinbefore provided for.

State finance law: SEC. 96. The acceptance by this State of the provisions of an act of the Congress of the United States approved July 2, 1862, and which acceptance is contained in chapter 20 of the laws of 1863, is continued in force, notwithstanding the repeal thereof by this chapter. The money raised under chapter 78 of the laws of 1895 by the sale or conversion into cash of the securities in which were invested the proceeds of the sales of lands and land scrip formerly constituting the college land scrip fund, together with the money paid into the State treasury from the sale of lands or land scrip belonging to such fund, is held by the State as a part of the general fund for the benefit and use of Cornell University. Five per cent of the amount of the proceeds so transferred shall annually be paid to the Cornell University pursuant to a certificate issued by the comptroller to such university by virtue of chapter 78 of the laws of 1895, which certificate is hereby ratified and confirmed. Certificates shall also be issued by the State to such university from time to time as the proceeds of the sales of the lands and land scrip are paid into the treasury for the payment annually of 5 per cent upon such proceeds from the date of their receipt upon the same conditions as the original certificate. The comptroller in his annual estimate of the appropriations required for the expenses of the government shall include the amount required to pay the interest on these certificates.

Consolidated school law, Title XII: SEC. 245. The several departments of study in Cornell University shall be open to applicants for admission thereto at the lowest rates of expense consistent with its welfare and efficiency and without distinction as to rank, class, previous occupation, or locality. But with a view to equalize its advantages to all parts of the State the institution shall receive students to the number of one each year from each assembly district in this State, to be selected as hereinafter provided, and shall give them instruction in any or in all the prescribed branches of study in any department of said institution free of any tuition fee or of any incidental charges to be paid to said university, unless such incidental charges shall have been made to compensate for materials consumed by said students or for damages needlessly or purposely done by them to the property of said university. The said free instruction shall, moreover, be accorded to said students in consideration of their superior ability and as a reward for superior scholarship in the academies and public schools of this State. Said students shall be selected as the legislature may from time to time direct and until otherwise ordered, as follows:

1. A competitive examination, under the direction of the department of public instruction, shall be held at the county court-house in each county of the State upon the first Saturday of June in each year by the city superintendents and the school commissioners of the county.

2. None but pupils of at least 16 years of age and of six months' standing in the common schools or academies of the State during the year immediately preceding the examination shall be eligible.

3. Such examination shall be upon such subjects as may be designated by the president of the university. Question papers prepared by the department of public instruction shall be used, and the examination papers handed in by the different candidates shall be retained by the examiners and forwarded to the department of public instruction.

4. The examiners shall, within ten days after such examination, make and file in the department of public instruction a certificate, in which they shall name all the candidates examined and specify the order of their excellence; and such candidates shall, in the order of their excellence, become entitled to the scholarships belonging to their respective counties.

5. In case any candidate who may become entitled to a scholarship shall fail to claim the same or shall fail to pass the entrance examination at such university or shall die, resign, absent himself without leave, be expelled, or for any other reason shall abandon his right to or vacate such scholarship either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county, the State superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county after notice has been served on the superintendent or commissioners of schools of said county. In any such case the president of the university shall at once notify the superintendent of public instruction and that officer shall immediately notify the candidate next entitled to the vacant scholarship of his right to the same.

6. Any State student who shall make it appear to the satisfaction of the president of the university that he requires leave of absence for the purpose of earning funds with which to defray his living expenses while in attendance may, in the discretion of the president, be granted such leave of absence and may be allowed a period not exceeding six years from the commencement thereof for the completion of his course at said university.

7. In certifying the qualifications of the candidates preference shall be given (where other qualifications are equal) to the children of those who have died in the military or naval service of the United States.

8. Notices of the time and place of the examinations shall be given in all the schools having pupils eligible thereto prior to the 1st day of January in each year, and shall be published once a week for three weeks in at least two newspapers in each county immediately prior to the holding of such examinations. The cost of publishing such notices and the necessary expenses of such examinations shall be a charge upon each county, respectively, and shall be audited and paid by the board of supervisors thereof. The State superintendent of public instruction shall attend to the giving and publishing of the notices hereinbefore provided for. He may, in his discretion, direct that the examination in any county may be held at some other time and place than that above specified, in which case it shall be held as directed by him. He shall keep full records in his department of the reports of the different examiners, showing the age, post-office address, and standing of each candidate, and shall notify candidates of their rights under this act. He shall determine any controversies which may arise under the provisions of this act. He is hereby charged with the general supervision and direction of all matters in connection with the filling of such scholarships. Students enjoying the privileges of free scholarships shall, in common with the other students of said university, be subject to all of the examinations, rules, and requirements of the board of trustees or faculty of said university, except as herein provided.

Betting and gaming: SEC. 13. It is unlawful to keep or use any tables, cards, dice, or any other article or apparatus whatever commonly used or intended to be used in playing any game of cards or faro, or other game of chance upon which money is usually wagered at any of the following places: (1) Within a building or the appurtenances or grounds connected with any incorporated academy, high school, college, or other institution of learning.

Hazing: SECTION 1. It shall be unlawful for any person or persons to engage in or aid or abet what is commonly called hazing in and while attending any of the colleges, public schools, or other institutions of learning in this State, and whoever participates in the same shall be deemed guilty of a misdemeanor, and upon conviction shall be fined not less than \$10 nor more than \$100, or imprisonment not less than thirty days nor more than one year, or both, at the discretion of the court.

Trusts and trustees: SECTION 1. Real and personal property may be granted and conveyed to any incorporated college or other literary incorporated institution in this State, to be held in trust for either of the following purposes: (1) To establish and maintain an observatory; (2) to found and maintain professorships and scholarships; (3) for any other specific purposes comprehended in the general objects authorized by their respective charters. The said trusts may be created, subject to such conditions and visitations as may be prescribed by the grantor or donor and agreed to by said trustees, and all property which shall hereafter be granted to any incorporated college or other literary incorporated institution in

trust for either of the aforesaid purposes may be held by such college or institution upon such trusts and subject to such conditions and visitations as may be prescribed and agreed to as aforesaid.

SEC. 4. The trusts authorized by this act may continue for such time as may be necessary to accomplish the purposes for which they may be created.

[Section 6 states the conditions under which income from trust fund may be allowed to accumulate, and section 7 refers to the manner in which any "diminution of principal may be repaid by accumulation of interest."]

Laws, 1896, chapter 238: SECTION 1. The board of trustees of said Cornell University shall hereafter be made up and constituted as follows: The governor, the lieutenant-governor, the speaker of the house of assembly, the superintendent of public instruction, the president of the State agricultural society, the commissioner of agriculture, the librarian of the Cornell library, and the president of the said university shall be trustees thereof ex officio, and the eldest lineal male descendant of Ezra Cornell shall be a trustee thereof during his life. There shall also be 30 elective trustees, 20 of whom shall be elected by the board of trustees and 10 by the alumni of said university; but at no time shall a majority of the board be of any one religious sect or of no religious sect. The 15 members now constituting the elective members of the present board of trustees of said university shall continue to act as such until the expiration of their respective terms of office. At the first commencement following the passage of this act the present board of trustees shall elect 2 trustees for a full term of five years each, and at the same time, or at any meeting of the board during the next academic year, the board of trustees shall elect 10 additional trustees, 2 of whom shall serve for one year, 2 for two years, 2 for three years, 2 for four years, and 2 for five years, their respective terms being determined by lot, under the direction of the board of trustees. And thereafter the board of trustees shall elect each year 4 trustees, and as many more as may be necessary to fill vacancies among members elected by them caused by resignation or death. The alumni of said university shall meet annually, at Ithaca, N. Y., on the day before commencement, and at the meeting held at the first commencement following the passage of this act the said alumni shall elect 1 trustee to serve for a full term of five years, the candidates therefor to be designated as candidates for a "full term" if nominations are made, and shall be so designated upon the ballots; and at the same time they shall elect 5 additional trustees, 1 for one year, 1 for two years, 1 for three years, 1 for four years, and 1 for five years, the respective terms of the said additional 5 trustees to be determined by lot, under the direction of the board of trustees, after their election. And thereafter at the meeting of the alumni at each annual commencement said alumni shall elect 2 trustees, and as many more as may be necessary to fill vacancies arising from resignations or deaths among the number previously elected by them. Except as hereinbefore otherwise provided, the term of office of each elective trustee shall be five years from the annual commencement at which he is elected; but if elected by the board of trustees at a meeting thereof during the academic year his term shall then be five years from the commencement immediately preceding his election; but every trustee shall hold over until his successor is elected. The election of trustees by the board shall be by ballot, and 15 ballots shall concur before any one is elected, and 12 shall constitute a quorum for the transaction of business. Who shall be alumni of said university shall be prescribed by its board of trustees. The election of trustees by the alumni shall be by ballot and shall be conducted in the following manner and under the following provisions: A register of the signature and address of each of the said alumni of the said university shall be kept by the treasurer of the said university at his business office. Any ten or more alumni may file with the treasurer, on or before the 1st day of April in each year, written nominations of the trustee or trustees to be elected by the alumni at the next commencement. Forthwith after such 1st day of April a list of such candidates shall be mailed by said treasurer to each of the alumni at his or her address. Each alumnus may vote by transmitted ballot for trustee or trustees to be elected by the alumni at any commencement, in accordance with such regulations as to the method and time of voting as may be prescribed by the alumni and approved by the trustees of the university or its executive committee. The candidates to the extent of the number of places to be filled having the highest number of votes upon the first ballot shall be declared elected, provided that each of said candidates has received the votes of at least one-third of all the alumni voting at said election; but if there shall be a failure to fill all or one or more of the vacancies caused by expiration of term or otherwise, by reason of the fact that one or more candidates having the highest number of votes as above fail to receive the votes of at least one-third of the alumni voting, then and in that event such vacancies shall be filled by the alumni per-

sonally present at said meeting, the election being limited to candidates not elected on the first ballot, if there is a sufficient number thereof having the highest pluralities, not exceeding two candidates for each place thus to be filled. (Approved April 15, 1896.)

Laws, 1897, chapter 128: SECTION 1. For the promotion of agricultural knowledge throughout the State the sum of \$25,000, or so much thereof as may be necessary, is hereby appropriated out of any money in the treasury not otherwise appropriated, to be paid to the college of agriculture at Cornell University, to be expended in giving instruction throughout the State by means of schools, lectures, and other university-extension methods, or otherwise, and in conducting investigations and experiments; in discovering the diseases of plants and remedies; in ascertaining the best method of fertilization of fields, gardens, and plantations, and best modes of tillage and farm management and improvement of live stock, and in printing leaflets and disseminating agricultural knowledge by means of lectures or otherwise, and in preparing and printing for free distribution the results of such investigations and experiments, and for republishing such bulletins as may be useful in the furtherance of the work, and such other information as may be deemed desirable and profitable in promoting the agricultural interests of the State. Such college of agriculture may, with the consent and approval of the commissioner of agriculture, employ teachers and experts and necessary clerical help to assist in carrying out the purposes of this bill. Such teachers, experts, and clerical help may be removed by the college of agriculture, in its discretion, and may be paid for their services such sum or sums as may be deemed reasonable and proper and as shall be approved by the commissioner of agriculture. All of such work by such teachers and experts who shall be employed under this bill shall be under the general supervision and direction of the commissioner of agriculture. The sum appropriated by this act shall be paid by the treasurer of the State, upon the warrant of the comptroller, to the treasurer of Cornell University upon such treasurer filing with the comptroller a bond in such sum and with such sureties as the comptroller may approve, conditioned for the faithful application of such sum to the purposes for which the same is hereby appropriated. Such sum shall be payable by the treasurer of Cornell University upon vouchers approved by the officers or agents of such university having charge of such college of agriculture, and such vouchers shall be filed by the treasurer of Cornell University in the office of the comptroller of the State. (Approved March 25, 1897.)

[Chapters 67 of the laws of 1898 and 430 of the laws of 1899 appropriate \$35,000 each for the same purpose. Chapter 419 of the laws of 1900 appropriates \$10,000 for the same purpose for the balance of the fiscal year ending October, 1900. Chapters 418 of the laws of 1900 and 644 of the laws of 1901 appropriate \$35,000 each for the promotion of agricultural knowledge, as provided in the above act, and require that the sum of \$3,000 be used in the promotion of knowledge relating to poultry and egg production.]

NORTH CAROLINA.

Constitution (1868), Article I: SEC. 27. The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right.

Article IX: SECTION 1. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

SEC. 14. As soon as practicable after the adoption of this constitution the general assembly shall establish and maintain in connection with the university a department of agriculture, of mechanics, of mining, and of normal instruction.

[The following section is taken from the Code of North Carolina, enacted March 2, 1883, prepared by William T. Dortch, John Manning, John S. Henderson, in two volumes. New York, 1883.]

SEC. 2196. The department of agriculture shall establish an agricultural experiment and fertilizer control station, and shall employ an analyst skilled in agricultural chemistry. It shall be the duty of said chemist to analyze such fertilizers and products as may be required by the department of agriculture, and to aid as far as practicable in suppressing fraud in the sale of commercial fertilizers. He shall also, under the direction of said department, carry on experiments on the nutrition and growth of plants, with a view to ascertain what fertilizers are best suited to the various crops of this State, and whether other crops may not be advantageously grown on its soil, and shall carry on such other investigations as

the said department may direct. He shall make regular reports to the said department of all analyses and experiments made, which shall be furnished when deemed needful to such newspapers as will publish the same. His salary shall be paid out of the funds of the department of agriculture.

Laws and Resolutions, 1885, chapter 308 [amended by chapter 370, laws of 1899, q. v.]: SECTION 1. The board of agriculture is hereby authorized and directed to seek proposals of donations for the establishment of an industrial school, and when any city or town shall donate in lands, buildings, machinery, or other materials or money an amount adequate, in the judgment of said board, for the establishment of said industrial school, it shall be their duty to locate the same at such place, and if there be more than one city or town making such proposals it shall be the duty of the board to locate it at the place offering the greatest inducement.

SEC. 2. The board of agriculture shall direct the organization and equipment of the said school, and shall manage and control the same in conjunction with a board of three directors appointed by the board of aldermen of the city or town whose proposal is accepted. The local board of directors may sit with the board of agriculture in advisement upon all matters pertaining to the said school, but shall not have power to vote upon questions involving appropriations from the funds of the department of agriculture.

SEC. 3. Instruction shall be provided in this school in woodwork, mining, metallurgy, practical agriculture, and in such other branches of industrial education as may be deemed expedient.

SEC. 4. The board of agriculture shall apply to the establishment and maintenance of said school such part of their funds as is not required to conduct the regular work of the department: *Provided*, That not more than \$5,000 of their funds shall be applied to the establishment of the school in one year.

Ibid., 1887, chapter 410 [amended by chapter 348, laws of 1891, and chapter 370, laws of 1899, q. v.]: SECTION 1. The industrial school provided for in chapter 308, laws of 1885, shall be denominated "The North Carolina College of Agriculture and Mechanic Arts," and shall be located on the lands offered to be donated, in accordance with the provisions of the said law, near the city of Raleigh.

SEC. 2. The leading object of this college shall be, without excluding other scientific and classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 3. [Amended by chapter 106, laws of 1889, also by chapter 374, laws of 1895, and chapter 328, laws of 1897, q. v.] The management and control of said college and the care and preservation of all its property shall be vested in a board of trustees, to be composed of the board of agriculture of North Carolina and five other persons, who shall be appointed by the governor, by and with the consent of the senate, who shall have power to appoint its president, instructors, and as many other officers or servants as to them shall appear necessary and proper, and shall fix their salaries and prescribe their duties. They shall also prescribe rules for the management and preservation of good order and morals at the said college as are usually made in such institutions and are not inconsistent with the constitution and laws of the State; have charge of the disbursement of its funds, and have general and entire supervision of the establishment and maintenance of the said college. And the president and instructors in the said college, by and with the consent of the said board of trustees, shall have the power of conferring such certificates of proficiency or marks of merit as are usually conferred by such colleges: *Provided*, That the board of trustees shall be composed half of each political party.

SEC. 4. The certificates of indebtedness of this State for \$125,000, issued for the principal of the land scrip to the trustees of the University of North Carolina, and bearing interest at 6 per centum per annum, shall be transferred on the 30th day of June, 1888, or as soon thereafter as it shall appear that the agricultural and mechanical college is ready to receive the interest on the land-scrip fund, and that the principal of the fund will not in any way be compromised by such a transfer to the said board of trustees for the benefit of the said North Carolina College of Agriculture and Mechanic Arts, and the interest thereon shall thereafter be paid to them by the treasurer semiannually, on the 1st day of July and January in each year, for the purpose of aiding in support of the said college, in accordance with the provisions of the act of Congress approved July 2, 1862.

SEC. 5. The directors of the North Carolina State Penitentiary shall be required to furnish all brick and stone requisite for the erection of the necessary buildings of the said college, and to furnish convict labor for preparation of the grounds and the foundations, the erection of the said buildings, and for such other purposes in connection with the establishment of the said college as they may be able;

such material and labor to be free of charge to said college: *Provided*, That the work required of the penitentiary shall not interfere with any contracts upon which the penitentiary may be engaged, and that the work by the penitentiary shall be limited to two years from date.

SEC. 6. The board of agriculture shall turn over to the board of trustees of said college, as provided in this act, to be applied to the establishment, maintenance, and enlargement of the said college, all funds, land, material, and other property which have accumulated in their hands for the establishment of an industrial school, under chapter 308, laws of 1885, and annually thereafter, the whole residue of their funds from licenses on fertilizers remaining over and not required to conduct the regular work of that department. The agricultural experiment and fertilizer control station already established under the said board of agriculture shall be connected with the said college, and the board of agriculture may turn over to the said trustees, in whole or in part, for the purposes of the said college, any buildings, lands, laboratories, museums, or other property which may be in their possession as, in their judgment, may be thought proper. The said board of trustees are empowered to receive any donations of property, real or personal, which may be made to the said college of agriculture and mechanic arts, and shall have the power to invest or expend the same for the benefit of said college. The said board of agriculture shall have the power to accept on behalf of this State donations of property, real or personal, and any appropriations which may be made by the Congress of the United States to the several States and Territories for the benefit of agricultural experiment stations, and they shall expend the whole amount so received for the benefit of the aforesaid agricultural experiment station and in accordance with the act or acts of Congress in relation thereto.

SEC. 7. The use of the 300 acres of land, more or less, known as the Camp Mangum tract, belonging to the State of North Carolina and situated one-half mile west of the State fair grounds, is hereby given to said board of trustees for the benefit of said college of agriculture and mechanic arts or of the experiment station connected therewith.

SEC. 8. The board of trustees shall admit to the benefits of the said college, free of any charges for tuition, upon evidence of good moral character and of their inability or the inability of their parents or guardians to pay their tuition, a certain number of youths, to be determined by them, not to be less than 120, and shall apportion the same to the different counties applying, according to their relative number of members in the house of representatives of North Carolina. The said board are hereby empowered to make the necessary regulations for carrying this into effect and for the admission of other students.

SEC. 9. Every student in this college of agriculture and mechanic arts shall be required to take a course of manual training or labor, together with the other courses of study and exercises, as the board shall direct.

Ibid., 1889, chapter 106: SECTION 1. Section 3 of chapter 410, laws of 1887, is amended by striking out all after the word "colleges," in line 20 of said section.

Ibid., 1891, chapter 348 [amended by chapter 370, laws of 1899, q. v.]: SECTION 1. Section 1 of chapter 410, laws of 1887, is amended by adding the following at the end of the section: "And on such other lands as may be hereafter acquired by said college. The North Carolina College of Agriculture and Mechanic Arts is hereby incorporated and is authorized to purchase, hold, or sell real estate for the benefit of said college, and the management of said corporation shall be by the board of trustees now provided by law and their successors in office."

SEC. 2. Section 6 of chapter 410, laws of 1887, is amended by striking out all after the words "eighty-five," in line 8, to and including the word "department," in line 11. Also the following shall be substituted in lieu of all after line 23 in said section: "The said board of trustees shall have power to accept on behalf of the State donations of property, real or personal, and any appropriations made by [the] Congress of the United States to the several States and Territories for the benefit of agricultural experiment stations or the agricultural and mechanical colleges in connection therewith, and they shall expend the whole amount so received in accordance with the acts of Congress in relation thereto."

SEC. 3. Section 7 of chapter 410, laws of 1887, is substituted by the following: "The 200 acres of land, more or less, known as a part of the Camp Mangum tract, belonging to the State of North Carolina and situated one-half mile west of the State fair grounds, is hereby given to the said board of trustees for the said College of Agriculture and Mechanic Arts."

SEC. 4. Section 8 of chapter 410, laws of 1887, is amended by inserting after the word "Carolina," in line 10, the following: "And it shall be the duty of the superintendent of instruction in each county, on the days fixed by law for examination of teachers of the public schools, also to examine candidates for county students

to the said college, blanks for such purpose to be furnished annually by the president of said college to the superintendents of instruction in each county."

SEC. 5. The following section is added to chapter 410, laws of 1887: "That for the purpose of furnishing proper facilities for the education provided under this act and to purchase additional land and the erection of suitable buildings the following sums shall be appropriated from funds in the public treasury of this State not otherwise appropriated, viz, \$10,000 for the year 1891, \$10,000 for the year 1892, such sums to be payable annually to the treasurer of the North Carolina College of Agriculture and Mechanic Arts, one-half on the 1st day of January and July of each year.

SEC. 6. The following section is added to chapter 410, laws of 1887: "The appropriation made by act of Congress of the date of August 30, 1890, for the benefit of colleges of agriculture and mechanic arts shall be divided into the exact ratio in this State of the white population to the colored, this provision to apply to the current and all succeeding appropriations."

SEC. 7. The following section is added to chapter 410, laws of 1887: "That it shall not be lawful for any person or persons to sell any intoxicating liquors within three-fourths of a mile of the main college building."

SEC. 8. Power is hereby conferred upon the trustees of the said college to effect a sale of the lot known as the "Grissom lot," containing $3\frac{1}{2}$ acres, more or less, and to make title to the purchaser or purchasers thereof, the said lot now being under the control of the said trustees and having been purchased from [with] funds donated by the city of Raleigh as a site for an industrial school. (Ratified March 6, 1891.)

Ibid., 1891, chapter 549: SECTION 1. A college of agriculture and mechanical arts is hereby established for the colored race, to be located at some eligible site within this State, to be hereafter selected by the board of trustees hereinafter provided for.

SEC. 2. The said institution shall be denominated "The Agricultural and Mechanical College for the Colored Race."

SEC. 3. The leading object of the institution shall be to teach practical agriculture and the mechanic arts and such branches of learning as relate thereto, not excluding academical and classical instruction.

SEC. 4. [Amended by chapter 389, laws of 1899, q. v.] The management and control of the said college and the care and preservation of all of its property shall be vested in a board of trustees, who shall be selected by the general assembly at each term thereof, consisting of nine members, one from each of the several Congressional districts of the State, three of whom shall be selected for a term of two years, three for four years, and three for six years, and at the expiration of the term of each class their successors shall be elected for a term of six years. Any vacancy which may occur for any cause shall be filled by the governor for the unexpired term. The said board shall elect one of their number to be the president of the board of trustees.

SEC. 5. The said board of trustees shall have power to prescribe rules for the management and preservation of good order and morals at the said college as are usually made in such institutions; shall have power to appoint its president, instructors, and as many other officers or servants as to them shall appear necessary and proper, and shall fix their salaries, and shall have charge of the disbursement of the funds, and have general and entire supervision of the establishment and maintenance of the said college; and the president and instructors in the said college, by and with the consent of the said board of trustees, shall have the power of conferring such certificates of proficiency or marks of merit and diplomas as are usually conferred by such colleges.

SEC. 6. The said board of trustees are empowered to receive any donation of property, real or personal, which may be made to the said college of agriculture and mechanic arts, and shall have power to invest or expend the same for the benefit of said college, and shall have power to accept on behalf of this college such proportion of the fund granted by the Congress of the United States to the State of North Carolina for industrial and agricultural training as is apportioned to the colored race, in accordance with the act or acts of Congress in relation thereto.

SEC. 7. In addition to the powers hereinbefore granted, the board of trustees shall have power to make such rules and regulations with respect to the admission of pupils to the said college for the various Congressional districts of this State as they may deem equitable and right, having due regard to the colored population thereof.

SEC. 8. For the purpose of locating the said college at some convenient and suitable site within the State, the said board of trustees are hereby authorized to

receive propositions from the various localities of this State, and are hereby fully empowered to accept any proposition which to them may seem best for the interests of the State and for carrying out the purposes of this act according to the true intent and meaning thereof.

SEC. 9. Before the said board of trustees shall finally accept a proposition from any locality for the establishment of the said college thereat they shall receive a deed in fee simple absolute to them and their successors in office for all lands, buildings, or structures donated as a consideration for the location of said college.

SEC. 10. For the purpose of carrying out the provisions of this act the sum of \$2,500, is hereby annually appropriated to the said college, and the treasurer of the State is hereby authorized and directed to pay the said amount out of any funds in the treasury not otherwise appropriated upon the warrant of the board of trustees or such other officer or officers as the said board may designate.

SEC. 11. Until the site and buildings shall have been furnished for the location of the said college the said board of trustees shall have power to make temporary provisions for the industrial and mechanical education of the colored youth of the State at some established institution of learning within the State, under such rules and regulations as they may prescribe.

SEC. 12. Until the site and buildings shall have been furnished for the location of the said college and the buildings shall be completed the provisions which now or may be made by the trustees of the North Carolina College of Agriculture and Mechanic Arts with any present institution of learning in the State shall continue, but said trustees shall not have power to make any such arrangement for more than one year at a time; but when said buildings shall have been completed then the board of trustees of the Agricultural and Mechanical College for the Colored Race shall have all the rights, powers, and privileges of the said board of trustees of the North Carolina College of Agriculture and Mechanic Arts over any and all funds which may belong or appertain to the colored race.

SEC. 13. [Amended by chapter 389, laws of 1899, q. v.] The trustees of the said "The Agricultural and Mechanical College for the Colored Race" shall be entitled to the same per diem and mileage as compensation for attendance upon the meetings of said board as are now allowed by the law to the members of the general assembly. (Ratified March 9, 1891.)

Public Laws and Resolutions, 1893, chapter 252: SECTION 1. The sum of \$5,000 per year for the years 1893 and 1894 is hereby appropriated from funds in the public treasury of this State for the purpose of completing, erecting, and furnishing said building for the use of the North Carolina Agricultural and Mechanical College for the Colored Race.

Ibid., 1893, chapter 378: SECTION 1. The sum of \$10,000 annually for the years 1893 and 1894 is hereby appropriated for the support, maintenance, and extension of the College of Agriculture and Mechanic Arts, to be paid on the 1st day of March and September of each year out of the funds in the treasury.

Ibid., 1895, chapter 145: SECTION 1. The sum of \$10,000 annually is hereby appropriated for the support and maintenance of the North Carolina College of Agriculture and Mechanic Arts, \$5,000 to be paid on the 1st day of April and September of each year out of the funds in the State treasury not otherwise appropriated.

SEC. 2. The treasurer of the State of North Carolina is hereby declared, ex officio, the treasurer of the board of trustees of the said college.

Ibid., 1895, chapter 203: SECTION 1. The sum of \$7,500 annually for the years 1895 and 1896 be appropriated for the erection of additional buildings, and for the further equipment of the college; \$3,750 to be paid out of the funds in the State treasury not otherwise appropriated on the 1st day of April and September of each year.

SEC. 2. [Makes State treasurer ex officio the college treasurer.]

Ibid., 1895, chapter 146: SECTION 1. The sum of \$5,000 is hereby annually appropriated for the support, maintenance, equipment, enlargement, and extension of the North Carolina Agricultural and Mechanical College for the Colored Race, to be paid on the 1st days of April and October of each year, out of funds in the treasury not otherwise appropriated.

Ibid., 1895, chapter 374 [amended by chapter 328, laws of 1897, q. v.]: SECTION 1. The department of agriculture shall be under the control and supervision of a board which shall be composed of the president of the North Carolina State Farmers' Alliance and of one member elected by the general assembly from each Congressional district, and five additional members to be hereafter elected by the general assembly for the State at large. The members elected for the Congressional districts shall hold their terms for two years. So much of the code as con-

stitutes the governor, the master of the State grange, the president of the State Agricultural Society, and the president of the agricultural college the board is hereby repealed, and so much of said section or of any other law as is inconsistent with this act is also repealed.

SEC. 2. The management and control of the North Carolina College of Agriculture and Mechanic Arts and the care and preservation of all its property shall reside with and be vested in the board of agriculture, and so much of section 3 of chapter 410, laws of 1887, as provides for a board of trustees, consisting in part of five persons appointed by the governor, is hereby repealed, and the board of trustees mentioned in said section 3 and the offices of trustees thereby created are hereby abolished; and so much of said act hereinbefore cited as may be inconsistent with this act is hereby repealed, and all laws and clauses of laws inconsistent with this act are hereby repealed.

SEC. 3. The board of agriculture shall have all the powers and perform all the duties heretofore exercised or required of the board of trustees of the North Carolina College of Agriculture and Mechanic Arts.

Ibid., 1897, chapter 328 [amended by chapter 370, laws of 1899, q. v.]: SECTION 1. From and after the ratification of this act the North Carolina College of Agriculture and Mechanic Arts shall be controlled and managed by a board of trustees entirely separate and distinct from the department of agriculture, together with the care and preservation of all its property.

SEC. 2. The board of trustees shall consist of fifteen persons, of whom the president of the college shall be ex officio one; the other fourteen shall be divided into three classes, to be confirmed by the senate, and their terms shall be four for two years, five for four years, and five for six years. The governor shall nominate these trustees to the senate, and shall state the term of each in the nomination. The governor shall select one trustee from each Congressional district and the other five from the State at large.

SEC. 3. All vacancies occurring under this act shall be filled by the appointment of the governor and confirmed by the senate if that body is in session at the time of the filling of the vacancy; if the senate is not in session when the vacancy is to be filled, the governor shall appoint, and the appointee shall hold until his successor is confirmed by the senate; and if the senate shall fail to confirm any nomination, the governor, within ten days after the adjournment of the senate, shall fill the vacancy.

SEC. 4. All powers heretofore vested in a board of trustees under chapter 410, laws of 1887, and chapter 348, laws of 1891, and the act of this general assembly to which this is supplemental, and all other laws not specially mentioned herein which are not inconsistent nor in conflict with this act, are hereby vested in the board of trustees created by this act.

SEC. 5. Immediately upon the ratification of this act the secretary of state shall furnish to the governor a certified copy thereof, and immediately upon confirmation by the senate the secretary of state shall notify each trustee of his appointment, and the trustees shall assemble at the college on Tuesday, the 9th day of March next, and shall proceed to organize under this act and enter upon the discharge of their duties by electing a president of the board and such other officers as the board may deem for the best interests of the college. The number and time of the meetings of the board shall be fixed by the board, and the trustees shall not receive any pay or per diem, but only their traveling expenses, and that only for four times in each year.

SEC. 6. It is not the intention of the general assembly that the trustees herein provided for shall be officers within the meaning of section 7 of Article XIV of the constitution, and they are declared to be special trustees for the special purposes of this act.

SEC. 7. This act is supplemental to an act heretofore enacted by this general assembly, entitled "An act concerning the department of agriculture and the college of agriculture and mechanic arts," and must be construed in connection with that act. [No act was passed having this title. It is evident that chapter 374 of the laws of 1895 is referred to, but the title of that is, "An act to reduce the expenses of the department of agriculture and to place the control of the North Carolina College of Agriculture and Mechanic Arts with the board of agriculture."]

Ibid., 1897, chapter 486: SECTION 1. The sum of \$5,000 is hereby appropriated for the maintenance and equipment of the Agricultural and Mechanical College for the Colored Race for each of the years 1897 and 1898, to be in installments of \$2,500 on the 1st days of April and October of each year 1897 and 1898.

Ibid., 1897, chapter 535. [Appropriates to the North Carolina College of Agriculture and Mechanic Arts \$5,000 for a new boiler and to erect a hospital.]

Ibid., 1899, chapter 370: SECTION 1. Chapter 308 of the public laws of 1885, chapter 410 of the public laws of 1887, chapter 106 of the public laws of 1889, chapter 348 of the public laws of 1891, chapter 85 of the public laws of 1897, and chapter 328 of the public laws of 1897, and all laws repealed and amended thereby, are hereby repealed and amended in so far as they relate to and affect the agricultural and mechanical college so as to read as follows: The North Carolina College of "Agriculture and Mechanic Arts" shall be known and designated by the name of the "North Carolina College of Agriculture and Mechanic Arts," and shall be a body politic and corporate, with right to hold personal property and real estate for the benefit of said college.

SEC. 2. The leading objects of this college shall be to teach the branches of learning relating to agricultural and mechanical arts and such other scientific and classical studies as the board of trustees may elect to have taught, and to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 3. [Repealed by chapter 650, laws of 1901, q. v.] The management and control of the said college and the care and preservation of its property shall be vested in a board of trustees consisting of 21 persons, and in addition thereto the president of said college shall be an ex officio member of said board. The said board of 21 shall be elected as follows: One from each Congressional district in the State, each of whom shall be a skilled and practical agriculturist, and 12 from the State at large, who shall be persons interested in agricultural, mechanical, and industrial education. The trustees elected at this session of the general assembly shall hold office for two years, and there shall be elected at the next session of the general assembly 7 trustees who shall hold office for two years, 7 trustees who shall hold office for four years, and 7 trustees who shall hold office for six years, and that at the present general assembly there shall be elected such a number of trustees as with the present members thereof shall make said board composed of 21 persons.

SEC. 4. It shall be the duty of the board of trustees to appoint the president and instructors of the said college and all other such officers and servants as to them may seem necessary. They shall have charge of the disbursement of its funds and shall have full supervision and control, and shall be charged with the maintenance of the college. The State treasurer shall be ex officio treasurer of said board of trustees. The president and instructors, under the direction and supervision of the trustees, shall have power to confer such certificates of proficiency or marks of merit as may be deemed proper.

SEC. 5. The board of trustees shall own and hold the certificates of indebtedness amounting to \$125,000 issued for the principal of the land-scrip fund, and the interest thereon shall be paid to them by the State treasurer semiannually on the 1st day of July and January in each year for the purpose of aiding in the support of said college in accordance with the act of Congress approved July 2, 1862, entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts."

SEC. 6. The agricultural experiment and control station shall be connected with the said college and controlled by the board of trustees thereof. The said board of trustees shall have power to accept and receive on the part of the State property, personal, real, or mixed, and any donations from the United States Congress to the several States and Territories for the benefit of agricultural experiment stations or the agricultural and mechanical colleges in connection therewith, and they shall expend the amount so received in accordance with the acts of Congress in relation thereto.

SEC. 7. The board of trustees shall admit to the benefits of the said college free of any charge for tuition, upon proper evidence of good moral character and of their inability and the inability of their parents or guardians to pay their tuitions and of their capacity to receive instruction, a certain number of youths, to be determined by them, not to be less than 120, and shall apportion the same to the different counties applying according to their relative number of members in the house of representatives of North Carolina, and it shall be the duty of the superintendent of instruction in each county on the days fixed by law for the examination of teachers of the public schools also to examine candidates for county students to the said college, blanks for such purpose to be furnished annually by the president of the college to the superintendents in each county.

SEC. 8. The appropriations made or which may hereafter be made by Congress for the benefit of colleges of agricultural and mechanical arts shall be divided

between the white and colored institutions in this State in the ratio of the white population to the colored.

SEC. 9. Any person who shall sell spirituous or intoxicating liquors within three-fourths of a mile of any of the buildings of said college shall be guilty of a misdemeanor.

SEC. 10. The board of trustees shall meet in the city of Raleigh on the second Monday in March, 1899, and elect of their number a president and an executive committee of three, one of whom shall be the president of the board of trustees, and it shall be the duty of the executive committee to meet at the call of the president and perform such duties as may be assigned to them by the board of trustees. The board of trustees shall thereafter meet annually at such time as they may agree upon. The members of the board shall receive their mileage and hotel fare while attending upon the meetings of the board, but no members of the board of trustees except the executive committee shall be allowed their expenses for more than five meetings in any one year. (Ratified March 3, 1899.)

Ibid., 1899, chapter 339: SECTION 1. Section 4, chapter 549, public laws of 1891, is amended as follows: There shall be elected by this general assembly 6 additional trustees [of the Agricultural and Mechanical College for the Colored Race] in addition to those provided for in the said chapter, two of whom shall be elected for a term of two years, two for four years, and two for six years.

SEC. 2. Section 13 of said chapter 549 is amended to read as follows: The number and times of the meeting of the board shall be fixed by the board, and the trustees shall not receive any pay or per diem, but only their traveling expenses and hotel fare, and that only for four times in each year.

SEC. 3. The board of trustees shall have power to elect an executive board of three of their own number, who shall have the immediate management of the said institution when the full board is not in session. (Ratified March 4, 1899.)

Ibid., 1899, chapter 591: SECTION 1. The trustees [of the Agricultural and Mechanical College for the Colored Race] provided for in chapter 549 of the public laws of 1891, together with those elected under chapter 389 of the public laws of 1899, shall meet in the college in Greensboro on Wednesday, March 22, 1899, and elect a chairman and executive committee of said board and discharge such other duties as they may see proper and which pertain to their office. (Ratified March 7, 1899.)

Ibid., 1899, chapter 704: [SECTION 1.] A. Q. Holliday, W. O. Riddick, and J. R. Rogers are hereby appointed and constituted a commission and are hereby authorized, directed, and empowered to have constructed a sewer from the college of agriculture and mechanic arts to and connecting with the sewer system of the city of Raleigh. The said commission is hereby given full power to lay off and have constructed the said sewer in such manner as they may deem proper, and it is empowered to contract with adjacent residents and allow them to connect with the sewer upon payment of a proper sum for said privilege.

SEC. 2. The expense of building said sewer shall be defrayed by the college of agriculture and mechanic arts if it has money available for that purpose, and if there be no funds so available the State treasurer is hereby empowered to advance the sum of \$2,500 out of any money in the treasury not otherwise appropriated, and the money so advanced shall be considered a loan to the said college and a charge on its revenues, and shall be retained by the treasurer out of the amount appropriated for the year 1900.

SEC. 3. The treasurer of the State will pay over said money upon the warrant of the auditor, upon proof that the said sewer has been let out to a responsible bidder, to be completed at a cost to the college of not exceeding the sum advanced by the State. (Ratified March 8, 1899.)

Ibid., 1901, chapter 424: SECTION 1. There shall be appointed by the governor, on or before August 15, 1902, and every two years thereafter, a board of examiners consisting of three members; one member of this board shall be of the party different from the party in power: *Provided*, That no member of the said board shall be connected directly or indirectly with any State institution. Before entering upon the discharge of their duties said commissioners shall take and subscribe an oath faithfully to do and perform the duties and true report to make thereon.

SEC. 2. It shall be the duty of said board of examiners, between August 15, 1902, and November 15, 1902, and every two years thereafter, to visit all State institutions, including institutions supported in part by the State, and to carefully and thoroughly examine the same, and on or before November 15, 1902, and every two years thereafter, make report to the governor, showing the condition, efficiency, and needs of each of said institutions, together with their recommendations as to the amount the general assembly should appropriate for each of said institutions,

and the object for which said appropriations should be made. And said board of examiners shall thoroughly examine the books, vouchers, etc., of said institutions and report such expenditures, if any, as in their opinion were unnecessary.

SEC. 3. Said board of examiners is hereby authorized and empowered to summon any employee of said institutions or other person before it to testify under oath as to any matter pertaining to said institutions, and for said purpose they are hereby authorized to administer oaths.

SEC. 4. On or before December 1, 1902, and every two years thereafter, the governor shall cause said report to be printed and a copy thereof mailed to members-elect of the general assembly.

SEC. 5. This board of examiners shall make their said visits for the purposes set forth in this act without having in any manner given notice of the time thereof to the officials of said institutions.

SEC. 6. No member of the board of examiners as provided for in this act shall be a member of the general assembly to which said board makes its report.

SEC. 7. No committee appointed by the general assembly shall visit said State institutions, except by special order of the general assembly.

SEC. 8. The governor is hereby authorized, in addition to the provisions above set forth, to send said board of examiners to visit and inspect any of said institutions at any time he may deem it necessary.

SEC. 9. Said board of examiners shall receive for their services each \$4 per day, together with traveling and other actual expenses while engaged in examining and making reports on said institutions. (Ratified March 7, 1901.)

Ibid., 1901, chapter 650: SECTION 1. Section 3 of chapter 370 of the public laws of 1899 is hereby repealed, and the management and control of the North Carolina College of Agriculture and Mechanic Arts shall be vested in the board of agriculture, and the said board shall have and exercise all the powers and be subject to all the duties granted to and imposed upon the board of trustees of the said college in said act. [The board of agriculture consists of one member from each Congressional district of the State, appointed by the governor and confirmed by the senate for terms of six years. (Laws of 1901, chapter 479.)]

SEC. 2. The board of agriculture shall use for the purpose of said college and for the benefit of education in agriculture and mechanic arts, as well as in furtherance of the powers and duties conferred upon said board by existing laws, any funds, buildings, lands, laboratories, and other property which may be in their possession, as in their judgment shall be thought proper.

SEC. 3. It shall be the duty of the governor to appoint a board of visitors, to consist of eleven members, besides the commissioner of agriculture and the president of the college, who shall be ex officio members of the board, whose duty it shall be to meet at least once in each year, and not more than twice, in the city of Raleigh, to visit and inspect the College of Agriculture and Mechanic Arts, and make such recommendations to the board of agriculture for the conduct of said college as they may deem wise and beneficial. This board of visitors shall elect a chairman, and shall meet at such time, within the limits herein prescribed, as said chairman shall designate. They shall serve without compensation, but their actual expenses of traveling to and from home and their board shall be paid. The terms of service of four of these visitors shall be two years, of four others four years, and of the remaining three six years, and successors of these visitors, respectively, shall be appointed by the governor at the expiration of their term for a term of six years. (Ratified March 13, 1901.)

Ibid., 1901, chapter 737: SEC. 6. [Appropriates to North Carolina College of Agriculture and Mechanic Arts, in addition to its standing appropriation, "\$17,488.26 to pay indebtedness contracted by a former administration and \$3,033.96 additional to pay indebtedness incurred by present administration." Also "\$10,000 for each of the years 1901 and 1902 for the erection and equipment of a building for a textile department."]

SEC. 7. [Appropriates \$5,000 "to the Colored Agricultural and Mechanical College of Greensboro for each of the years 1901 and 1902 in addition to its standing appropriation. This appropriation shall not be paid if the State board of education shall transfer to said school an equal amount of the appropriations for the colored normal schools of the State."]

Ibid., 1901, chapter 751: SECTION 1. All acts of the general assembly appropriating money shall state specifically the purposes for which such money is appropriated.

SEC. 2. No president, superintendent, board of managers, directors, nor other executive head of any State institution, supported wholly or in part by the State,

shall purchase any real estate, or construct or enlarge any building, or contract any debt on behalf of the State without positive and specific authority given by the general assembly, except as hereinafter directed.

SEC. 3. In cases of extreme emergency or dire necessity the executive head of any such institution shall, upon the recommendation of the governor and his council, have authority, upon the credit of the State, to make such expenditures as may be actually necessary to provide against any such emergency or necessity.

SEC. 4. Whenever any money appropriated by the general assembly is expended contrary to the provisions of this act, the superintendent, members of the board of directors or managers or executive head directing, or consenting to, such expenditure shall be liable to the State thereof [therefor], and it shall be the duty of the attorney-general to forthwith institute an action in the superior court of Wake County, in the name of the State, against such superintendent, executive head, members of the board of managers or directors, to recover the money so expended for the use of the State. (Ratified March 15, 1901.)

NORTH DAKOTA.

Constitution (1889), article 8: SEC. 147. A high degree of intelligence, patriotism, integrity, and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislative assembly shall make provision for the establishment and maintenance of a system of public schools which shall be open to all children of the State of North Dakota and free from sectarian control. This legislative requirement shall be irrevocable without the consent of the United States and the people of North Dakota.

SEC. 148. The legislative assembly shall provide, at its first session after the adoption of this constitution, for a uniform system of free public schools throughout the State, beginning with the primary and extending through all grades up to and including the normal and collegiate course.

SEC. 149. In all schools instruction shall be given, as far as practicable, in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and respect for honest labor of every kind.

SEC. 151. The legislative assembly shall take such other steps as may be necessary to prevent illiteracy, secure a reasonable degree of uniformity in course of study, and to promote industrial, scientific, and agricultural improvements.

SEC. 152. All colleges, universities, and other educational institutions for the support of which lands have been granted to this State, or which are supported by a public tax, shall remain under the absolute and exclusive control of the State. No money raised for the support of the public schools of the State shall be appropriated to or used for the support of any sectarian school.

Article 9: SEC. 159. All land, money, or other property donated, granted, or received from the United States or any other source for * * * agricultural college, * * * and the proceeds of all such lands and other property so received from any source, shall be and remain perpetual funds, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and applied to the specific objects of the original grants or gifts. The principal of every such fund may be increased, but shall never be diminished, and the interest and income only shall be used. Every such fund shall be deemed a trust fund held by the State, and the State shall make good all losses thereof.

SEC. 162. The moneys of the permanent school fund and other educational funds shall be invested only in bonds of school corporations within the State, bonds of the United States, bonds of the State of North Dakota, or in first mortgages on farm lands in the State, not exceeding in amount one-third of the actual value of any subdivision on which the same may be loaned, such value to be determined by the board of appraisers of school lands.

Laws, 1890, chapter 160: SECTION 1. There is hereby established and located at Fargo, Cass County, N. Dak., an agricultural college, which shall be known by the name of the North Dakota Agricultural College.

SEC. 2. The government and management of the North Dakota Agricultural College is hereby invested in a board of directors to be known as the Agricultural College Board of Directors.

SEC. 3 [as amended by Laws, 1891, chap. 5, sec. 1]. The board of directors shall consist of seven members. The first board shall be appointed as hereinafter provided, and their term of office shall expire when their successors have been appointed and qualified, during the session of the legislative assembly in 1891. During the

session of the legislative assembly in the year 1891, and before the third Monday in February of said year, the governor shall nominate and, by and with the consent and advice of the senate, appoint a full board of directors, three of whom shall be appointed for the term of two years and four of whom shall be appointed for the term of four years. Thereafter and at each biennial session of the legislative assembly, and on or before the third Monday in February during each session, there shall be nominated by the governor and, by and with the advice and consent of the senate, appointed for the term of four years directors to fill vacancies occurring by the expiration of the term of office of those previously appointed. The governor shall have power to fill all vacancies in said board which occur when the legislative assembly is not in session, and the members of said board shall hold their office until their successors are appointed and qualified as provided by this act: *Provided further*, That in all cases where the governor has made an appointment to fill a vacancy when the legislative assembly is not in session, the term of office of the director or directors so appointed shall expire at the next session of the legislative assembly.

SEC. 4. The governor shall cause to be issued to each of said directors a commission, which shall be under the seal of the State. At the first meeting of said board the members thereof shall take and subscribe the oath of office required of all civil officers of the State, and shall then proceed to elect a president, secretary, and treasurer, but the treasurer shall not be a member of the board of directors. A majority of said board shall be a quorum for the transaction of business. The board shall require a bond of its treasurer and fix the amount thereof.

SEC. 5 [as amended by Laws, 1901, chap. 5, sec. 2]. The board of directors shall hold its meetings at the city of Fargo and fix the time of holding the same, providing there [these] shall not exceed six regular meetings in each year. The members of the board shall receive as compensation for their services \$3 per day for each day employed and 5 cents per mile for each mile actually and necessarily traveled in attending meetings of said board, which sum shall be paid out of the State treasury upon vouchers of said board duly certified by the president and secretary thereof: *Provided, however*, That the president of said board shall have power to call special meetings whenever in his judgment it becomes necessary.

SEC. 6. The said board of directors shall direct the disposition of all moneys appropriated by the legislative assembly of the State of North Dakota, or by the Congress of the United States, or that may be derived from the sale of the lands donated by Congress to said State for said college, or that may be donated to or come from any source to said State for the agricultural college or experiment station for North Dakota, subject to all restrictions imposed upon such respective funds, either by the constitution or laws of the State of North Dakota or the terms of such grants from Congress, and shall have supervision and charge of the construction of all buildings provided for or authorized by law for said college and station. The board of directors shall have power to employ a president and necessary teachers, instructors, and assistants to conduct said school and carry on the experiment station connected therewith, and to appoint one of its members superintendent of construction of all buildings, who shall receive \$3 per day for each day actually and necessarily engaged in the discharge of his duties, not to exceed fifty days in any one year, which sum shall be paid out of the State treasury upon the vouchers of the said board.

SEC. 7. The said board shall audit all accounts against the funds appropriated by the legislative assembly of the State of North Dakota or held by the State for the use of the agricultural college and experiment station, and the State auditor shall issue his warrant upon the State treasurer for the amount of all accounts which shall have been so audited and allowed by the board of directors and attested by the president and secretary of the same.

SEC. 8. The design of the institution is to afford practical instruction in agriculture and the natural sciences connected therewith, and also the sciences which bear directly upon all industrial arts and pursuits. The course of instruction shall embrace the English language and literature, mathematics, military tactics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed, political and rural and household economy, horticulture, moral philosophy, history, bookkeeping, and especially the application of science and the mechanic arts to practical agriculture in the field. A full course of study in the institution shall embrace not less than four years, and the college year shall consist of not less than nine calendar months, which may be divided into terms by the board of directors as in their judgment will best secure the objects for which the college was founded.

SEC. 9. The board of directors shall fix the salaries of the president, teachers,

instructors, and other employees, and prescribe their respective duties. They shall also fix the rate of wages to be allowed to students for labor on the farm and experiment station or in the shops or kitchen of the college. The board may remove the president or subordinate officers and supply all vacancies.

SEC. 10. The faculty shall consist of the president, teachers, and instructors, and shall pass all needful rules and regulations for the government and discipline of the college, regulating the routine of labor, study, meals, and the duties and exercises, and all such rules and regulations as are necessary to the preservation of morals, decorum, and health.

SEC. 11. The president shall be the chief executive officer of the agricultural college, and it shall be his duty to see that all rules and regulations are executed, and the subordinate officers and employees not members of the faculty shall be under his direction and supervision.

SEC. 12. The faculty shall make an annual report to the board of directors on or before the first Monday in November of each year, showing the condition of the school, experiment station, and farm, and the results of farm experiments, and containing such recommendations as the welfare of the institution in their opinion demands.

SEC. 13. The board of directors shall, annually, on or before the 1st day of February in each year make to the governor a full and detailed report of the operations of the experimental station hereby established, including a statement of the receipts and expenditures, a copy of which report shall be sent by the governor to the Commissioner of Agriculture and the Secretary of the Treasury of the United States, and said board of directors shall also make a report to the governor on or before the first Monday in December next preceding each biennial session of the legislative assembly, containing a financial statement showing the condition of all funds appropriated for the use of the agricultural college and experiment station; also the moneys expended and the purposes for which the same were expended in detail; also the condition of the institution and the results of all the experiments carried on there.

SEC. 14. The board of directors and the faculty shall have power to confer degrees upon all persons who shall have completed the course of study prescribed for said school by the board and faculty, and who shall have passed a satisfactory examination upon the studies contained in said course, and who shall be known to possess a good moral character.

SEC. 15. The board of directors, as appointed by the governor and confirmed by the senate, shall constitute and be known as the directors provided for in this act.

SEC. 16. There is hereby established an agricultural experiment station in connection with the North Dakota Agricultural College, and under the direction of the board of directors of said college, for the purpose of conducting experiments in agriculture, according to the terms of section 1 of an act of Congress approved March 2, 1887. * * *

SEC. 17. The assent of the legislative assembly of North Dakota is hereby given, in pursuance of the requirements of section 9 of said act of Congress approved March 2, 1887, to the grant of money therein made, and to the establishing of an experiment station in accordance with section 1 of said last-mentioned act, and assent is hereby given to carry out all and singular the provisions of said act.

SEC. 18. The grant of lands accruing to the State of North Dakota under and by virtue of an act of Congress donating public lands for the use and support of agricultural colleges in certain proposed States, approved February 23, 1889, is hereby accepted, with all the conditions and provisions in said act contained, and said lands are hereby set apart for the use and support of the college herein provided for.

SEC. 19. There shall be no expense incurred or per diem and mileage paid to any officer of the board contemplated under the provisions of this act until an appropriation shall have been made for the erection of any building or buildings for the agricultural college or experiment station. (Approved March 8, 1890.)

Laws, 1891, chapter 6: SECTION 1. Consent having been given by the Congress of the United States by act approved September 4, 1890, to the appropriation by the State of section 36 in township 140 of range 49 west, situated in the county of Cass, being a portion of the lands granted to said State for the purpose of common schools, for the use of the State agricultural college as a site for that institution, said section 36 is hereby designated and appropriated for the use of such agricultural college for a site and for the purpose of an experiment station; and all moneys hereafter appropriated for the erection of buildings and improvements for such college shall be expended in the erection of such buildings and improvements on such section.

SEC. 2. The appropriation hereby made is subject to all leases of said land by the State now in force. (Approved January 16, 1891.)

Laws, 1891, chapter 7: SECTION 1. The grants of moneys authorized by the act of Congress approved August 30, 1890, being made subject to the legislative assent of the several States and Territories to the purpose of said grants, the assent of the State of North Dakota is hereby given to the purpose of said grants, and the conditions of the above specified act of Congress are hereby accepted by the State of North Dakota.

SEC. 2. In accordance with the provisions of said act of Congress approved August 30, 1890, the North Dakota Agricultural College is hereby designated as the beneficiary under the provisions of said act.

SEC. 3. The treasurer of the North Dakota Agricultural College, elected in accordance with the provisions of section 4 of the act of the legislative assembly of the State of North Dakota approved March 8, 1890, is hereby designated as the officer to receive the sums of money appropriated to the State of North Dakota for the further endowment and support of colleges as provided by the said act of Congress approved August 30, 1890.

SEC. 4. The State treasurer shall immediately pay over to the treasurer of the North Dakota Agricultural College all sums of money received from the United States Secretary of the Treasury, pursuant to the provisions of the said act of Congress approved August 30, 1890.

SEC. 5. Said treasurer of the North Dakota Agricultural College shall give a bond in the sum of \$50,000, with not less than four approved sureties, said bond to receive the sanction and approval of the board of directors of said North Dakota Agricultural College and of the governor of the State of North Dakota. (Approved February 21, 1891.)

Laws, 1891, chapter 13: [Appropriates \$35,000 for the erection of buildings for the agricultural college.]

Laws, 1893, chapter 1: [Appropriates for agricultural college as follows: Dormitory, \$17,000; furnishing dormitory, \$3,000; farmhouse and barn, \$13,000; shop for mechanical department, \$9,000; completion of main building, \$3,000; incidentals, \$10,000.]

Laws, 1893, chapter 126: SECTION 1. The governing or managing boards of all educational institutions in the State of North Dakota shall be designated as trustees of the respective institutions for which they are appointed.

SEC. 2. The president, principal, or chief executive officer of each of these institutions shall be ex-officio a member of the board of trustees of the institution with which he is connected, but shall have no vote as a member of such board. (Approved March 6, 1893.)

Laws, 1895, chapter 2: [Appropriates for the erection of additional buildings for the North Dakota Agricultural College and Experiment Station, and for other purposes connected therewith, \$11,250.]

Laws, 1897, chapter 10: [Appropriates for agricultural college as follows: Fuel, \$4,000; library, furniture, and fixtures, \$200; printing and stationery, \$600; instruction in preparatory department, \$2,000; engineer, watchman, and janitors, \$3,000; librarian, \$200; miscellaneous expenses, \$12,000.]

Laws, 1897, chapter 11: [Appropriates for agricultural college: Payment of debts, \$5,000; wing for chemical laboratory, \$5,000.]

Laws, 1899, chapter 7: [Appropriates for agricultural college: Library, furniture and fixtures, \$300; librarian, \$600; printing and stationery, \$800; engineer, watchman, and janitors, \$3,500; preparatory instructor, \$2,000; fuel, \$4,500; enlarging mechanical building, \$2,000; miscellaneous expenses, \$14,000.]

Laws, 1901, chapter 18: [Appropriates \$18,000 for current expenses of agricultural college.]

Laws, 1901, chapter 127: SECTION 1. To provide for the erection and equipment of necessary additional buildings, for a system of sewerage, and for other necessary improvements for the North Dakota Agricultural College at Fargo, the board of trustees of said agricultural college may issue bonds for such sum or sums of money as can actually be used in the construction and equipment of such necessary additional buildings, system of sewerage, and other necessary improvements, not exceeding the sum of \$50,000; said bonds shall be in denominations of \$1,000 each, shall bear interest at a rate not exceeding 5 per cent per annum, and shall be payable in twenty years from the date of issue from the interest and income fund accumulating from the sale, rental, or lease of lands granted to the said North Dakota Agricultural College. The interest on such bonds shall be payable annually on the first day of January each year, and shall be payable from the interest and income accumulating from the sale, rental, or lease of said lands:

Provided, That if at any time there shall not be sufficient money to pay such interest, there is hereby appropriated out of the State treasury, out of the funds not otherwise appropriated, a sum sufficient to meet such interest: *Provided further*, That a sufficient amount of funds accumulating in the interest and income fund from sale or rental of land or lands granted to the North Dakota Agricultural College shall be used and applied solely for the payment of interest on such bonds and for the creation of a sinking fund with which to pay such bonds on maturity.

SEC. 2. Such bonds shall be executed under the seal of the board of trustees of the North Dakota Agricultural College, shall be attested by the president and secretary of said board of trustees, and when executed the said board of trustees shall receive sealed proposals for the purchase of the same, and shall give public notice of such sale for at least thirty days preceding such sale in two or more newspapers in general circulation, giving date of such sale, and such bonds shall be sold to the highest bidder for cash and the proceeds thereof delivered to the treasurer of the North Dakota Agricultural College, to be used exclusively in pursuance of the provisions of this act.

SEC. 3. All moneys that may arise or be derived from the sale, rental, or lease of said lands granted to the North Dakota Agricultural College shall be deposited with the State treasurer, to be used in pursuance with the provisions of this act for the benefit of the North Dakota Agricultural College. (Approved March 11, 1901.)

Laws, 1901, chapter 138: SECTION 1. All moneys received as interest for rents, penalties, permits, or from any other source than from the principal of sales of agricultural college lands * * * shall be paid over to the respective institution treasurers of the agricultural college, * * * upon the warrant of the State auditor, on the 1st day of January, April, July, and October in each year.

SEC. 3. The funds herein referred to shall be subject to the order of the respective boards of trustees of each institution herein mentioned, and shall be used for the maintenance of such institutions. (Approved March 13, 1901.)

Laws, 1901, chapter 156: SECTION 1. For the purpose of providing for the maintenance of the State university and school of mines at Grand Forks, the agricultural college at Fargo, the State normal school at Valley City, the State normal school at Mayville, and the deaf and dumb asylum at Devils Lake, and the school of forestry, as a part of the public school system of this State, there is hereby levied upon all taxable property in the State, real and personal, an annual tax of 1 mill on each dollar of the assessed valuation of such property in each and every year hereafter.

SEC. 2. The county auditor of each county shall, at the time of making the annual tax list in his county, calculate the amount of the levy hereinbefore provided for upon each and every item of property assessed in his county, as it appears upon the last assessment roll, and extend the same upon such tax list in a column to be provided for that purpose, and such tax shall thereupon be collected and paid over to the State treasurer the same as other State taxes.

SEC. 3. Such taxes so levied shall be apportioned by the State treasurer to the several institutions herein mentioned as follows: Forty one-hundredths of a mill to the State university and school of mines at Grand Forks; twenty one-hundredths of a mill to the agricultural college at Fargo; twelve one-hundredths of a mill to the State normal school at Valley City; twelve one-hundredths of a mill to the State normal school at Mayville; thirteen one-hundredths of a mill to the deaf and dumb asylum at Devils Lake; three one-hundredths of a mill to the school of forestry at Bottineau.

SEC. 4. The moneys arising from the taxes hereinbefore levied are hereby appropriated for the maintenance of the [institutions mentioned in sec. 3], the same to be paid monthly to the board of trustees of the several institutions herein mentioned, and in proportion as herein provided, upon vouchers of said board, signed by their respective presidents, and to be expended by the several boards, in their discretion, in the establishment and maintenance of said institutions hereinbefore mentioned. (Approved March 6, 1901.)

Laws, 1901, chapter 98: SECTION 1. The State University and School of Mines at Grand Forks, the agricultural college at Fargo, the State normal schools at Valley City and Mayville, the deaf and dumb asylum at Devils Lake, the industrial school and school of manual training at Ellendale, a scientific school at Wahpeton, the school of forestry of Bottineau, and all other schools heretofore established by law and maintained by taxation constitute the system of free public schools of the State. (Approved March 12, 1901.)

Laws, 1901, chapter 136: SECTION 1. The board of university and school lands

shall, during the year 1901, appraise, advertise, and sell public lands, or as much thereof as can be sold at or above the minimum price of \$10 per acre, as follows:
 * * * 20,000 acres of the agricultural college lands. * * *

SEC. 3. The proceeds of the sale of the agricultural college lands * * * shall remain a perpetual fund, the revenue of which shall be applied toward the maintenance or the liquidation of the indebtedness of the respective institutions. Each institution shall be credited for the proceeds of the sale of its lands and shall receive the revenues accruing thereon. (Approved March 11, 1901.)

LAWS, 1901, chapter 172: SECTION 1. There is hereby established a State farmers' institute board of directors, composed of the president of the board of trustees of the North Dakota Agricultural College, the commissioner of agriculture and labor, the director of the experiment station, the professor of agriculture and the professor of dairying of the North Dakota Agricultural College.

SEC. 2. The State farmers' institute board of directors shall have power to organize by electing one of its members to act as president and one to act as secretary, and shall have power, and it is hereby made its duty, to employ a director of farmers' institutes and such other institute lecturers as may be deemed necessary; to authorize the holding of not less than 15 farmers' institutes each year, the same to be of such a nature as to instruct the farmers of the State in maintaining the fertility of the soil, the improvement of cereal crops grown in the State, principles of breeding as applied to domestic animals, the making and handling of dairy products, the destruction of noxious weeds and injurious insects, forestry and growing of fruits, feeding and management of live stock, and, in general, such instruction as will tend to promote the prosperity, home life, and comfort of the farming population.

To determine the location of all institutes; but in determining such location those places where county or township agricultural societies are maintained shall have the preference.

SEC. 3. No member of this board shall receive any compensation for his services, but shall be allowed his actual and necessary traveling expenses when engaged upon business connected with the proper discharge of his duties under this act.

SEC. 4. There is hereby appropriated, out of any money in the State treasury not otherwise appropriated, the sum of \$3,000 biennially for carrying out the purposes of this act. All charges, accounts, and expenses authorized by this act shall be paid by the treasurer of the State upon the approval of the State board of audit when certified by the president and secretary of the board of directors. (Approved March 12, 1901.)

OHIO.

Constitution (1851), Article VI: SECTION 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to this State for educational and religious purposes shall forever be preserved inviolate and undiminished, and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

[The following matter is taken from The Annotated Revised Statutes of the State of Ohio, including all Laws of a General Nature in Force January 1, 1902, by Clement Bates, third edition, 3 vols. Cincinnati, Ohio, 1900.]

SEC. 3107-85. The assent of said State is hereby signified to the aforesaid act of Congress [of July 2, 1862], and to all the conditions and provisions therein contained, and the faith of the State of Ohio is hereby pledged to the performance of all such conditions and provisions. (February 9, 1864.)

SEC. 3107-86. The auditor, treasurer, and secretary of state are hereby authorized and directed to advertise, as often as they may deem the same advisable, and in such form as to them may seem proper and necessary to the prompt disposition of the land scrip received from the United States for the establishment of an agricultural and mechanical college or colleges in the State of Ohio, for proposals for the purchase of the same in quantities not less than 160 acres, such proposals for purchase to be made either to said auditor, treasurer, and secretary of state, or to the auditor and treasurer of any county of the State, subject to the limitations and restrictions from time to time fixed by said auditor, treasurer, and secretary of state not inconsistent with this act. (April 13, 1865, as amended April 5, 1866.)

SEC. 3107-87. Said auditor, treasurer, and secretary of state are hereby authorized to sell or cause to be sold said land scrip at the best price they can obtain for

the same, and to employ a suitable person or persons to aid them in making such sales, and to pay to such persons such commissions on sales made by them as they may deem adequate to secure prompt and vigorous efforts to effect sales. And they are further authorized to accept propositions for the purchase of said scrip in quantities not less than 50,000 acres of land, on terms of payment of not less than one-fourth in hand and the remainder in payments not more extended than one-fourth in two years, one-fourth in four years, and the remaining one-fourth in six years; or in quantities of not less than 10,000 acres of land on the following terms of payment: Not less than one-fourth in hand and the remainder in payments not more extended than one-fourth in one year, one-fourth in two years, and the remaining one-fourth in three years, with interest on the deferred payments from the date of purchase; and the deferred payments to be secured by mortgage upon real estate situate within the State of Ohio, or deposit of the bonds of this State or of the Government of the United States: *Provided, also*, That all contracts to pay commissions on sales or for the sale of scrip on time shall be approved by the governor, in writing, before the same shall be valid and binding on the State. (April 13, 1865, as amended April 5, 1866.)

SEC. 3107-88. Upon the acceptance of proposals and payment thereon the party entitled thereto shall receive from said officers the amount of scrip so purchased, with a certificate that he has duly purchased and paid for the same; and on presentation of the same to the governor he shall execute the necessary transfer of the scrip, in accordance with the regulations provided by the General Land Office therefor. (April 13, 1865.)

SEC. 3107-89. The auditor and treasurer of each county in the State shall jointly receive for such service as they may perform under this act, in accordance with their instructions from the auditor, treasurer, and secretary of state, a sum equal to 5 per cent on all moneys received and paid over by them upon the first 320 acres of scrip sold, 3 per cent on all moneys so received and paid over on the next 320 acres sold, and 1 per cent on all receipts for sales after 640 acres have been sold; and it is hereby made the duty of the auditor and treasurer of each county in the State to perform such services as may be required of them by the auditor, treasurer, and secretary of state under this act; and the aforesaid county officers shall be paid by the auditor of state out of the money hereinafter appropriated for such purpose. (April 13, 1865.)

SEC. 3107-90. Said auditor, treasurer, and secretary of state shall annually, on the first Monday of December, make the governor a full and explicit report of all their proceedings and of the proceedings of county auditors and treasurers under this act, which report the governor shall communicate to the general assembly at the next ensuing session thereof. (April 13, 1865, as amended April 5, 1866.)

SEC. 3107-91. All money received from the sale of land scrip shall be paid into the State treasury, and shall be appropriated and used by the commissioners of the sinking fund for the reduction and payment of the other public debt of the State. (April 13, 1865.)

SEC. 3107-92. Upon the amount of money so received for the sale of scrip appropriated for and to be used in the reduction of the other public debt of the State, as aforesaid, there shall be allowed, and paid semiannually, on the 1st days of July and January in each year, interest at the rate of 6 per cent per annum, which shall be appropriated, as provided in the act of Congress approved July 2, 1862, "to the endowment, support, and maintenance of at least one college, where the leading object shall be—without excluding other scientific and classical studies and including military tactics—to teach such branches of learning as are related to agriculture and the mechanic arts;" and for the prompt and regular payment of said interest, the preservation and appropriation of said fund, and the strict observance and fulfillment of the act of Congress before referred to the faith of the State is irrevocably pledged. (April 13, 1865.)

SEC. 3107-93. The commissioners of the sinking fund are hereby authorized and empowered, as fast as the sinking fund will enable them to do so, to reduce the debt called the "agricultural fund" by the purchase of stocks of the United States or of this State yielding not less than 6 per cent upon the par value of said stocks, which stocks when so purchased shall be transferred to the "State of Ohio in trust for the agricultural college," and shall be deposited with the treasurer of state, and when so purchased, transferred, and deposited shall, to the extent of the amount paid for such stocks, reduce the debt hereby created and denominated the "agricultural fund." (April 13, 1865.)

SEC. 3951 [as amended May 8, 1902]. For the purpose of affording the advantages of a free education to all the youth of the State there shall be levied annually a tax on the grand list of the taxable property of the State, which shall be collected in the same manner as other State taxes, and the proceeds of which

shall constitute "the State common school fund," and for the purpose of higher, agricultural and industrial education, including manual training, there shall be levied and collected in the same manner a tax on the grand list of taxable property of the State, which shall constitute "the Ohio State University fund." The rate for such levy in each case shall be designated by the general assembly at least once in two years; and if the general assembly shall fail to designate the rate for any year, the same shall be for "the State common school fund" ninety-five one-hundredths of 1 mill each year for the years 1902 and 1903 and 1 mill each year thereafter; for the "Ohio State University fund," fifteen one-hundredths of 1 mill upon each dollar of valuation of such taxable property each year for the years 1902 and 1903 and ten one-hundredths of 1 mill each year thereafter.

SEC. 4105-9. A college, to be styled the "Ohio Agricultural and Mechanical College," is hereby established in this State in accordance with the provisions of an act of Congress of the United States passed July 2, 1862. * * * and said college to be located and controlled as hereinafter provided. The leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agricultural and mechanic arts. (March 22, 1870.)

SEC. 4105-10. The trustees and their successors in office shall be styled the "board of trustees of the Ohio Agricultural and Mechanical College," with the right as such of suing and being sued, of contracting and being contracted with, of making and using a common seal, and altering the same at pleasure. (March 22, 1870.)

SEC. 4105-11. The board of trustees shall have power to adopt by-laws, rules, and regulations for the government of said college, to elect a president, to determine the number of professors and tutors, elect the same, and fix their salaries. They shall also have power to remove the president or any professor or tutor whenever the interests of the college, in their judgment, shall require, to fix and regulate the course of instruction, and to prescribe the extent and character of experiments to be made. (March 22, 1870.)

SEC. 4105-12. The college shall be open to all persons over 14 years of age, subject to such rules and regulations and limitations, as to numbers from the several counties of the State, as may be prescribed by the board of trustees: *Provided*, That each county shall be entitled to its just proportion according to its population. The board may provide for courses of lectures either at the seat of the college or elsewhere in the State, which shall be free to all. (March 22, 1870.)

SEC. 4105-13. The board of trustees shall have the general supervision of all lands, buildings, and other property belonging to said college, and the control of all expenses therefor: *Provided always*, That said board shall not contract any debt not previously authorized by the general assembly of the State of Ohio. (March 22, 1870.)

SEC. 4105-14. The board of trustees shall annually elect one of their number chairman, and in the absence of the chairman shall elect one of their number temporary chairman, and shall have power to appoint a secretary, treasurer, and librarian, and such other officers as the interests of the college may require, who may or may not be members of the board, and shall hold their offices for such term as said board shall fix, subject to removal by said board, and shall receive such compensation as the board shall prescribe. The treasurer shall, before entering upon the duties of his office, give bond to the State of Ohio in such sum as the board may determine, which bond shall not be for a less sum than the probable amount that will be under his control in any one year, conditioned for the faithful discharge of his duties and the payment of all moneys coming into his hands, said bond to be approved by the attorney-general of the State. (March 22, 1870.)

SEC. 4105-15. The board of trustees shall have power to receive and hold in trust, for the use and benefit of the college, any grant or devise of land, and any donation or bequest of money or other personal property, to be applied to the general or special use of the college. All donations or bequests of money shall be paid to the State treasurer and invested in the same manner as the endowment fund of the college, unless otherwise directed in the donation or bequest. (March 22, 1870.)

SEC. 4105-16. The title for all lands for the use of said college shall be made in fee simple to the State of Ohio, with covenants of seizin and warranty, and no title shall be taken to the State for the purposes aforesaid until the attorney-general shall be satisfied that the same is free from all defects and incumbrances. (March 22, 1870.)

SEC. 4105-17. The attorney-general shall be the legal adviser of said board of trustees, and he shall institute and prosecute all suits in behalf of the same, and

shall receive the same compensation therefor as he is entitled to by law for suits brought in behalf of the asylums of the State. (March 22, 1870.)

SEC. 4105-18. It shall be the duty of the board of trustees to permanently locate said agricultural and mechanical college upon lands, not less than 100 acres, which in their judgment is best suited to the wants and purposes of said institution, the same being reasonably central in the State and accessible by railroad from different parts thereof, having regard to healthiness of location, and also regarding the best interests of the college in the receipt of moneys, lands, or other property donated to said college by any county, town, or individual, in consideration of the location of said college at a given place: *Provided*, It shall require a three-fifths vote of the trustees to make said location: *And provided further*, That said location shall be made on or before October 15, 1870: *Provided further*, That any person acting as a trustee, who shall accept or receive, directly or indirectly, any sum or amount from any person or persons, to use their influence in favor of the location of said college at any particular point or place, shall be held to be guilty of a misdemeanor, and on conviction thereof by any court of competent jurisdiction shall be fined in any sum not less than \$1,000 nor more than \$10,000: *Provided further*, That in the location of said college the said trustees shall not in any event incur any debt or obligation exceeding \$40,000; and if in their opinion the interests of the college can not be best promoted without a larger expenditure for the location than that sum, then they may delay the permanent location of the same until the third Monday of January, 1871, and report their proceedings and conclusions to the general assembly: *Provided further*, That said college shall not be located until there are secured thereto for such location donations in money, or unincumbered lands, at their cash valuation, whereon the college is to be located, or in both money and such lands, a sum equal to at least \$100,000. (March 22, 1870.)

SEC. 4105-19. The unsurveyed and unsold lands ceded to the State of Ohio by a certain act of Congress of the United States, approved February 18, 1871, situate and being in the Virginia military district, between the Great Sciota and the Little Miami rivers, in said State, be, and the same are hereby, accepted by the State of Ohio, subject to the provisions of said act. (April 3, 1873.)

SEC. 4105-20. The trustees of the Ohio Agricultural and Mechanical College are hereby authorized to demand from all persons who have destroyed or converted any timber growing upon the lands ceded to the State of Ohio, as stated in the act to which this is supplementary, since the date of said act of Congress ceding said lands to the State of Ohio, full compensation for the timber so destroyed or converted and for all damages, and if payment shall be refused, to institute proper proceedings in the name of said Ohio Agricultural and Mechanical College, in any court of competent jurisdiction, to recover the same with damages and costs of suit: *Provided*, That the provisions of this section shall not apply to timber taken from the 160 acres by any person who shall obtain the title to the same under section 3 [sec. 4105-21] of this act. (April 3, 1873.)

SEC. 4105-21. The title of said lands is hereby vested in the trustees of the Ohio Agricultural and Mechanical College for the benefit of said college; and said trustees are hereby required to cause a complete survey of said lands to be immediately made and a correct plat thereof to be returned to said trustees, and to ascertain and set off, in reasonably compact form, by accurate boundaries to each occupant who was in actual possession of and living upon any of said lands at the time of the passage of said act of Congress, as provided therein, or their heirs and assigns, a tract not exceeding 40 acres: and upon the payment by the claimant of the cost of surveying and making the deed the said trustees shall make and deliver to said claimant a deed for said tract; and if any such occupant shall have been in such actual possession of more than 40 acres and is desirous of holding the same he shall be entitled to have in addition to said 40 acres any number of acres not exceeding with said 40 acres the number of 160 acres, to be in reasonably compact form, by paying for the said excess over 40 acres the sum of \$1 per acre; and if any claimant under the provisions of this act shall desire to purchase any tract of land adjoining said 40 acres, not exceeding, including said 40 acres, the amount of 160 acres, of which said claimant shall have been in actual possession, but does not desire to purchase the same at \$1 per acre, said trustees, upon notice by said claimant, shall cause said tract or part of tract to be sold separate from other tracts of land, at a valuation fixed upon by the appraisers named in this act, payable one-third at the date of the survey and the residue in two equal annual installments, with interest at 6 per cent, payable annually, and upon full payment being made, with the cost of survey and conveyance, said trustees shall make and deliver to such claimant, his or her heirs or assigns, a deed for said excess over 40 acres: *Provided*, That any person claiming the benefit of the provisions of this section as

occupant shall comply in all respects with and be subject to the provisions of the thirteenth section of the act of Congress approved September 4, 1841, entitled "An act to appropriate the proceeds of the sales of the public lands and to grant pre-emption rights," and to the rules and regulations of the General Land Office of the United States relating to proof for the establishment of pre-emptor's claims: *Provided, however*, That the affidavit required by said thirteenth section of said act of Congress may be made before any justice of the peace or other officer authorized to administer oaths. (April 3, 1873.)

[Sec. 4105-22 and sec. 4105-23 relate to the division and sale of the military lands.]

SEC. 4105-24. The proceeds of the sales of such lands, or so much thereof as may be necessary, after the payment out of the same of all the necessary expenses of survey and sale, remaining uncertified into the treasury of said State, may be used by said trustees in building and maintaining upon the lands of said university a suitable number of houses, adapted to use as family residences, for the use of members of the faculty of said university, for which use a fair and reasonable rent shall be paid to said university. Said buildings shall be erected under the provisions of title 6 of the Revised Statutes of Ohio; and the said trustees shall annually report to the governor a detailed statement of receipts and disbursements in the execution of the trust under the provisions of this act. (April 3, 1873, as amended April 17, 1882.)

SEC. 4105-26. The trustees of the Ohio State University be, and they are hereby, required to establish in said university a school of mines and mining engineering, in which shall be provided the means for studying scientifically and experimentally the survey, opening, ventilation, care, and working of mines; and said school shall be provided with a collection of drawings, illustrating the manner of opening, working, and ventilating mines, and with the necessary instruments for surveying, measuring air, examining and testing the noxious and poisonous gases of mines, and (also) with (the) models of the most improved machinery for ventilating and operating (all the various kinds of) mines with safety to the lives and health of those engaged. Said school shall also be provided with complete mining laboratories for the analysis of coals, ores, fire clays, and other materials, and with all the necessary apparatus for testing the various coals, ores, fire clays, oils, gases, and other minerals. (May 7, 1877, as amended April 4, 1888.)

SEC. 4105-27. Said trustees shall employ competent persons to give instruction in the most (improved and) successful methods of opening (and operating), surveying, and inspecting mines, including the methods and machinery employed for extracting coal, ore, fire clay, oil, gas, and other minerals from the pit's mouth and for facilitating the ascent and descent of workmen, the draining and freeing of mines from water, the causes of the vitiation of air, the quantities of fresh air required under various circumstances, natural ventilation, mechanical ventilation by flues and fans, and other ventilating machinery, the use of air engines, air compressors, and coal-cutting machinery; also instruction in the various uses of coals, ores, fire clays, oils, gases, and other minerals and the methods of testing, analyzing, and assaying such minerals; also the methods employed in metallurgical and other processes in the reduction of ores and in determining the qualities of metals, particularly of iron and steel, as shown by practical and laboratory tests; and there shall be kept in a cabinet properly arranged for ready reference and examination, suitably connected with said school of mines, (samples of the) specimens from the various mines in the State which may be sent for analysis, together with the names of the mines and their localities in the counties from which they were sent, and the analysis and a statement of their properties attached (it shall also be his duty to furnish analysis of all minerals found in the State and sent to him for that purpose by residents of this State). (May 7, 1877, as amended April 4, 1888.)

SEC. 4105-28. There is hereby appropriated out of the general revenue fund the sum of \$3,500 to be expended in the equipment, support, and maintenance of said school of mines, as provided for in the first and second sections [secs. 4105-26 and 4105-27] of this act. (May 7, 1877, as amended April 4, 1888.)

SEC. 4105-29. The board of trustees of the Ohio State University are hereby authorized and empowered to appropriate annually for the period of ten years to the support and maintenance of the school of law of the Ohio State University out of the funds derived under section 3951 of the Revised Statutes of Ohio, amended March 20, 1891 (88 O. L., 159), a sum not exceeding \$5,000 in addition to the sum derived from the tuition fees of the students in said school of law. (April 24, 1893.)

SEC. 4105-30. The trustees of the Ohio State University be, and they are hereby, required to establish in said university a department of ceramics, equipped and

designed for the technical education of clay, cement, and glass workers in all branches of the art which exist in this State or which can be profitably introduced and maintained in this State from the mineral sources thereof, including the manufacture of earthenwares, stonewares, yellow wares, white wares, china, porcelain, and ornamental pottery; also the manufacture of sewer pipe, fireproofing, terra cotta, sanitary clay wares, electric conduits and specialties, fire bricks, and all refractory materials, glazed and enameled bricks, pressed bricks, vitrified paving material, as well as the most economic methods in the production of the coarser forms of bricks used for building purposes; also the manufacture of tiles used for paving, flooring, decorative wall paneling, roofing, and draining purposes; also the manufacture of cement, concrete, artificial stone, and all kinds of glass products and all other clay industries represented in our limits. (April 20, 1894.)

SEC. 4105-31. Said department shall offer special instruction to clay workers on the origin, composition, properties, and testing of clays, the selection of materials for different purposes, the mechanical and chemical preparation of clays, the laws of burning clays, the theory and practice of the formation of clay bodies, slips, and glazes, and the laws which control the formation and fusion of silicates. (April 20, 1894.)

SEC. 4105-32. Said department shall be provided with an efficient laboratory designed especially for the practical instruction of clay workers in the lists of subjects enumerated in the second section [sec. 4105-31] of this act, and also equipped to investigate into the various troubles and defects incident to every form of clay working, which can not be understood or avoided except by use of such scientific investigation. Said laboratory shall be equipped with apparatus for chemical analysis, with furnaces and kilns for pyrometric and practical trials with such machinery for the grinding, washing, and preparation of clays for manufacture as is consistent with the character of the department. (April 20, 1894.)

SEC. 4105-33. Said trustees shall employ to conduct this department of ceramics a competent expert, who shall unite to the necessary education and scientific acquirements a thorough practical knowledge of clay working, and not less than two years' actual experience in some branch of the art. It shall be his duty to teach the theoretical part of the subject and to conduct the laboratory for the instruction of students, and also to prosecute such scientific investigations into the technology of the various clay industries as may be practicable, and from time to time to publish the results of his investigations in such form that they will be accessible to the clay workers of the State for the advancement of the art. (April 20, 1894.)

SEC. 4105-34. There shall be hereafter appropriated out of the general revenues of the State the sum of \$5,000, to be expended in the organization, equipment, and maintenance of said department [of ceramics] for the current year, and there shall be appropriated from the same fund the sum of \$2,500 annually for two years for the salary, supplies, and all other expenses of maintenance of said department. (April 20, 1894.)

SEC. 4105-35. It shall be the duty of the professor occupying the chair in the chemical and mechanical department of the Ohio Agricultural and Mechanical College, upon application, to make and give a written analysis of such artificial fertilizers as may be furnished to him for that purpose. (April 4, 1878.)

SEC. 4105-36. The educational institution heretofore designated as the Ohio Agricultural and Mechanical College shall be known and designated hereafter as "The Ohio State University." (May 1, 1878.)

SEC. 4105-37. The government of said university shall be vested in a board of seven trustees, who shall be appointed by the governor of the State, with the advice and consent of the senate, but no trustee or his relation by blood or marriage shall be eligible to any professorship or position in the university, the compensation for which is payable out of the State treasury or said college fund. (May 1, 1878.)

SEC. 4105-38. The members of said board of trustees and their successors shall hold their offices for the term of seven years each: *Provided*, That the trustees first appointed under the provisions of this act shall hold their terms for one, two, three, four, five, six, and seven years, respectively, to be fixed by the governor in their commissions. In case a vacancy shall occur from death or other cause the appointment shall be for the unexpired term. The trustees shall not receive any compensation for their services, but they shall be paid their reasonable and necessary expenses while engaged in the discharge of their official duties. (May 1, 1878.)

SEC. 4105-39. The board of trustees shall have power, and it is made their duty, to collect, or cause to be collected, specimens of the various cereals, fruits, and other vegetable products and to have experiments made in their reproduction upon the lands of the university and to make report of the same from year to year,

together with such other facts as may tend to advance the interests of agriculture. (May 1, 1878.)

SEC. 4105-40. The board of trustees shall have power, and it is hereby made their duty, to secure and keep in the said university a collection of specimens in mineralogy, geology, zoology, botany, and other specimens pertaining to natural history and the sciences, and it shall be the duty of the president of the university to collect and deposit in the said university, in such manner as shall be directed by the trustees, a full and complete set of specimens as collected by him and his assistants, together with a brief description of the character of the same and where obtained, and the said specimens shall be properly classified and kept for the benefit of said university. (May 1, 1878.)

SEC. 4105-41. The first meeting of the members of the board shall be called by the governor, as soon after the appointment of said board as convenient, to be held at said university, in Columbus, Ohio. All succeeding meetings shall be called in such a manner and at such times as the board may prescribe. The said board shall meet at least three times annually, and at such other times as they may think necessary for the best interest of the said university. A majority of the board of trustees present at any meeting shall constitute a quorum to do business: *Provided*, A majority of all the board shall be required to elect or remove a president or professor. (May 1, 1878.)

SEC. 4105-42. The board of trustees shall cause to be made on or before the 1st of October of each year a report to the governor of the condition of said university; the amount of receipts and disbursements, and for what the disbursements were made; the number of professors, officers, teachers, and other employees, and the position and compensation of each; the number of students in the several departments and classes, and the course of instruction pursued in each; also an estimate of the expenses for the ensuing year; a statement showing the progress of the university, recording any improvements and experiments made, with their costs, and the results, and such other matters as may be supposed useful. Said annual report shall be for the year ending June 30, and the said Ohio State University is hereby exempted from the provisions of section 172, Revised Statutes of Ohio. There shall be printed * * * 5,000 copies of the said annual report, to be distributed by the trustees in such manner as they shall deem best for the interest of said university. The president of said university shall transmit by mail one copy to the Secretary of the Interior, one copy to the Secretary of Agriculture, and one copy to each of the colleges which are or may be endowed under the provisions of the act of Congress of July 2, 1862. (May 1, 1878, as amended April 25, 1893.)

SEC. 4105-43. All funds derived from the sale of land scrip issued to the State of Ohio by the United States in pursuance of the aforesaid act of Congress, together with the interest accumulated thereon, shall constitute a part of the irreducible debt of this State, the interest upon which, as provided by the act of February 10, 1870, shall be paid to the university by the auditor of State, upon the requisition of the commissioners of the sinking fund, issued on the certificate of the secretary of the board of trustees, that the same has been appropriated by said trustees to the endowment, support, and maintenance of the university, as provided in the act of Congress aforesaid. (May 1, 1878.)

SEC. 4105-44. That said board of trustees shall fix the compensation for the president, professors, teachers, and all other employees of the university: *Provided*, That the compensation for the services of the professors shall not exceed \$2,500 each per annum. (May 1, 1878, as amended March 16, 1894.)

SEC. 4105-45. It shall be the duty of the board of trustees, in connection with the faculty of the university, to provide for the teaching of such branches of learning as are related to agriculture and the mechanic arts, mines and mine engineering, and military tactics, and such other scientific and classic studies as the resources of the fund will permit. (May 1, 1878, as amended April 15, 1880.)

SEC. 4105-46. The auditor of State be and is required to compute the interest which has accrued and will accrue on the agricultural college scrip fund since the same has been sold, to July 1, 1870, compounding the same by semiannual rests on the 1st day of January and the 1st day of July in each year; and on June 15, 1870, to transfer the sum so arising to the said college fund, and invest the same in the interest-bearing bonds of the State, in the same manner as the principal of the said fund is now invested. (February 10, 1870.)

SEC. 4105-47. That on July 1, 1870, and every six months thereafter the auditor of State shall invest the interest of said funds falling due in the same manner as the principal is now invested. (February 10, 1870.)

SEC. 143. The professor of physics of the Ohio State University shall be ex-officio State sealer, and the standards of weights and measures adopted by the State shall be deposited in a suitable room at the Ohio State University, and the same

shall be by him kept in suitable cases, which shall be opened only for the purpose of comparing with such standards the copies which by law are to be furnished for the use of the several counties, unless by a joint resolution of the general assembly, or upon a call of either house for information, or by order of the governor for scientific purposes. (March 17, 1891.)

SEC. 409-15. There be, and hereby is, established at the State university, at Columbus, Ohio, a central office for the promotion of forestry, to be entitled the State forestry bureau, which shall consist of three members, to be appointed by the governor, as a board of directors. The members of the board of directors shall be commissioned by the governor, and be duly qualified as like officers of the State; one of three directors shall serve for six years, the second for four years, and the third for two years, and on the expiration of terms of service appointments shall be made for the term of six years. (April 16, 1885.)

SEC. 409-16. It shall be the duty of said State forestry bureau to thoroughly inquire into the character and extent of the forests of the State; to investigate the causes which are in operation to produce their waste or decay; to suggest what legislation, if any, may be necessary for the development of a rational system of forestry, adapted to the wants and conditions of this State, and with the consent of the trustees of the Ohio State University the said directors may establish a forestry station on the grounds of said university. The directors shall select one of their number, or appoint a qualified person as secretary, to carry out the plans of the board, who shall receive such compensation for his services as shall be agreed upon by the board: *Provided*, That all expenses incurred under this act shall not exceed the amount hereinafter provided. Said directors shall serve without compensation, but shall be allowed their necessary expenses incurred in discharge of the duties of their office. (April 16, 1885.)

SEC. 409-17. This bureau shall annually make a report to the governor, which shall contain the results of the investigation, together with such other information as the board may deem necessary for the promotion of forestry in this State. Five thousand copies of this report are to be printed by the State, 2,000 of which shall be distributed by this bureau of forestry, and the remainder by the general assembly. (April 16, 1885.)

SEC. 409-18. There is hereby appropriated for the ensuing year, for the maintenance of said bureau, the sum of \$1,000, or so much thereof as may be necessary for the purpose of meeting the actual expenses of carrying out the provisions of this act. (April 16, 1885.)

Laws, 1891, 369 G: SECTION 1. The assent of the State is hereby signified to the aforesaid act of Congress [of August 30, 1890], and to all the purposes, conditions, and provisions therein contained, and the faith of the State of Ohio is hereby pledged to the performance of all such purposes, conditions, and provisions.

SEC. 2. The treasurer of the Ohio State University is hereby designated to receive the moneys appropriated by said act of Congress. (May 4, 1891.)

Laws, 1902, 373 G: SECTION 1. There is hereby appropriated from any moneys raised or coming into the State treasury to the credit of the Ohio State University fund, not otherwise appropriated, for the last three quarters of the fiscal year ending November 15, 1902, and the first quarter of the fiscal year ending November 15, 1903, the sum of \$300,000, or so much as may come into the treasury to the credit of said fund; and for the last three quarters of the fiscal year ending November 15, 1903, and the first quarter of the fiscal year ending November 15, 1904, the sum of \$300,000, or so much as may come into the treasury to the credit of such fund, to be applied to the uses and purposes of the Ohio State University in accordance with the provisions of section 3951 of the Revised Statutes of Ohio as amended May 8, 1902. (May 10, 1902.)

Laws, 1902, 376 G: SECTION 1. The board of trustees of the Ohio State University, for the purpose of providing for the erection of needed buildings and improvements and the securing of needed equipment and for the payment of the costs, expenses and estimates thereof, as the work progresses, is hereby authorized to issue from time to time certificates of indebtedness to an amount not exceeding in the aggregate \$300,000 in anticipation of the annual levies authorized by section 3951 of the Revised Statutes of Ohio as amended May 8, 1902.

SEC. 2. The certificates of indebtedness herein authorized shall be signed by the president and secretary of said board of trustees and sealed with the seal of said university, shall bear such rate of interest, not exceeding 4 per cent per annum, payable semiannually, as said board of trustees may determine and shall be payable by said board of trustees out of the revenues in anticipation of which they shall be issued as herein provided; and the moneys arising from the issue of such certificates shall be applied exclusively to the purposes for which such certificates shall be issued. Said certificates of indebtedness shall be sold by said board of

trustees at not less than their par value to the highest bidder, after notice of the sale thereof has been given in a newspaper of general circulation published in the city of New York, and also in the cities of Columbus, Cincinnati, Cleveland, and Toledo; or may be issued to contractors for said buildings and improvements in payment of estimates for work and materials done or furnished by them. (May 10, 1903.)

OKLAHOMA.

[The following matter is taken from "The Statutes of Oklahoma, 1893. Being a compilation of all the laws now in force in the Territory of Oklahoma. Compiled under the direction and supervision of Robert Martin, secretary of the Territory, by W. A. McCartney, John H. Beatty, and J. Malcolm Johnston, a committee elected by the legislative assembly." Guthrie, Okla., 1893.]

Chapter I: SECTION 1. The provisions of an act of Congress entitled "An act to establish agricultural experimental stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and the acts supplementary thereto," approved March 2, 1887, are hereby accepted by the Territory of Oklahoma; and the Territory hereby agrees and obligates itself to comply with all the provisions of said act.

SEC. 2. Upon the approval of this act by the governor, he is hereby instructed to transmit a certified copy of the same to the Secretary of State and the Secretary of the Interior of the United States. (October 27, 1890.)

[Sections 3-23 comprise the provisions of an act of December 25, 1890, as amended March 13, 1893.]

SEC. 3. An agricultural and mechanical college is hereby located in Payne County. It shall be the duty of the governor to appoint three competent citizens of said Territory as a board, whose duty it shall be to locate such institution at some point in Payne County and report their actions and doings to the governor relative thereto within ninety days after their appointment.

SEC. 4. The institution shall be known as the Oklahoma Agricultural and Mechanical College, and shall be an institution corporate under the laws of Oklahoma; and the government and management thereof is hereby vested in a board of regents to be known as the "agricultural and mechanical college board of regents."

SEC. 5. The leading object of said college shall be to give instruction in agriculture, the mechanical arts, the English language, and the various branches of mathematical, physical, natural, and economic sciences, with special reference to their application in the industries of life; and to that end there shall be established a sufficient number of professorships for teaching the above branches, including military tactics, and such arts and sciences as are related thereto; which professorships shall be filled by able and efficient persons, aided by such assistants and instructors as shall from time to time be necessary.

SEC. 6. Such institution shall not be located by said commissioners upon less than 80 acres of land, suitable and fit for use as an agricultural experimental station, which land shall be conveyed to such institution for the use and benefit thereof by good and sufficient title thereto. The said board of commissioners to locate said site shall receive as compensation for their services \$4 per day each for the time actually and necessarily employed, together with all necessary and actual expenses incurred in the discharge of their duties, to be audited and paid out of any fund in the Territorial treasury not otherwise appropriated.

SEC. 7. The said county of Payne or municipality in or near which the said agricultural college shall be located under this act shall issue its bonds in the sum of \$10,000 and deliver the same to the secretary of the Territory of Oklahoma, to be by him sold for said Territory at not less than their par value, the proceeds thereof to be by the secretary turned over to the treasurer thereof, to be placed to the credit of such institution, such bonds to run twenty years after the date of their issuance and draw 5 per cent interest, payable semiannually, and to be issued in the denomination of \$1,000 each, with interest coupons thereto attached: *Provided*, If such county or municipality shall fail or refuse to issue such bonds or convey said lands after demands made therefor by such board, such institution may be relocated elsewhere: *Provided further*, That a majority of the qualified voters of said county or municipality shall at an election called for that purpose vote "for" the proposition to issue such bonds. The proceeds arising from sale of such bonds shall be used only in the erection of the building for such institution. Such bonds shall be payable to bearer.

SEC. 8. Such college, by its regents, may take title to real estate, enter into contract, locate buildings, and do all things necessary to make the college effective as an educational institution.

SEC. 9. Such board of regents shall consist of five members and the governor of Oklahoma, who shall be *ex officio* a member of such board. The governor shall nominate and appoint such regents, who shall hold their office [two of them?] for two years and three of them for four years and until their successors shall be appointed and confirmed biennially by the legislative council: *Provided*, That the governor and council shall fill all vacancies in said board existing during the session of the legislature and that the governor shall fill such vacancies only as occur when the legislature is not in session. The governor shall cause to be issued to each of said regents a commission under the seal of the Territory.

SEC. 10. At the first meeting of said board it shall organize by the members thereof taking and subscribing an oath of office as required by all civil officers of the Territory, and shall then proceed to elect a president and treasurer, and the president shall be president of the college and shall be secretary of the board. A majority of the board shall be a quorum for the transaction of business. The board shall require a bond of its treasurer and fix the amount thereof.

SEC. 11. The board of regents shall hold its meetings at the agricultural college and fix the time of holding the same: *Provided*, That members of the board shall receive as compensation for their services \$5 per day for each day employed, not to exceed twelve days in any one year, and 5 cents per mile actually and necessarily traveled in attending the meetings of said board, which sums shall be paid out of the Territorial treasury upon the vouchers of said board.

SEC. 12. The said board of regents shall direct the dispositions of all moneys appropriated by the Territorial legislature or by Congress, or funds arising from the sale of bonds provided for in this act for the agricultural college or experimental station for Oklahoma Territory, and shall have supervision or charge of the construction of all buildings provided for said college or farm. The board of regents shall have power to employ a president and necessary teachers, instructors, and assistants to conduct said school and carry on the experimental farm connected therewith, and to appoint a superintendent of construction of all buildings, who shall receive \$3 per day for each day actually and necessarily engaged in the discharge of his duties, not to exceed fifty days in any one year, which sum shall be paid out of the Territorial treasury upon the vouchers of said board. The said board shall audit all accounts against the funds appropriated for the use of the agricultural college and experimental station, and the Territorial auditor shall issue his warrant upon the Territorial treasurer for the amount of all accounts which shall have been audited and allowed by the board of regents and attested by the president and secretary of the same: *Provided*, That no member of the board of regents shall be employed upon any work to be performed in connection with the agricultural college, nor shall any such regent be allowed any per diem except as provided by law, and provided that any member of the board of regents who shall not have complied with the provisions of this act by the 1st of April next [1893], the governor shall declare his office vacant and appoint a successor as provided by law.

SEC. 13. An auditing committee, composed of three members of the board and the Territorial treasurer, shall audit all accounts against the funds appropriated for the use of the agricultural college and experimental station. The Territorial auditor shall audit all accounts, expenses, per diem, etc., of the board of regents, and shall issue his warrant upon the Territorial treasurer for the amount of such accounts when allowed by the board and attested by the president and secretary of the same.

SEC. 14. A full course of study in the institution shall embrace not less than four years, and the college year shall consist of not less than nine calendar months, which may be divided into terms by the board of regents as in their judgment will best secure the objects for which the college was founded.

SEC. 15. The board of regents shall fix the salaries of the president, professors, and other employees and prescribe their respective duties. The board may remove the president of the college or subordinate officers for just cause and supply all vacancies.

SEC. 16. The faculty shall consist of the president of the college and the professors, who shall make all needful rules and regulations for the government and discipline of the college and such other rules necessary to the preservation of morals, decorum, and health of students.

SEC. 17. The president shall be chief executive officer of the agricultural college, and it shall be his duty to see that all rules and regulations are executed, and the subordinate officers and employees, not members of the faculty, shall be under his direction and supervision.

SEC. 18. The president of the college and board of regents shall constitute a committee to fix the rate of wages to be allowed to students for labor on the farm or in the shops or kitchen of the agricultural college.

SEC. 19. The faculty shall make an annual report to the board of regents on or before the first Monday in December of each year, showing the condition of the school and farm and the results of farm experiments, and containing such recommendations as the welfare of the institution, in their opinion, demands.

SEC. 20. The board of regents shall make a report to the governor on or before the last Monday in December next preceding each biennial session of the Territorial legislature, containing a financial statement showing the condition of all funds appropriated for the use of the agricultural college and experimental station; also the moneys expended and the purposes for which the same were expended in detail; also the condition of the institution and the results of all experiments carried on there.

SEC. 21. The board of regents and the faculty shall have power to confer degrees upon all persons who shall have completed the course of study prescribed for such school by the board and faculty and who shall have passed a satisfactory examination upon the studies contained in said course and who shall be known to possess a good moral character.

SEC. 22. There is hereby established an agricultural experimental station in connection with the agricultural college by this act established, and under the direction of the board of regents, for the purpose of conducting experiments in agriculture according to the terms of the acts of Congress establishing agricultural colleges and experimental stations.

SEC. 23. The assent of the legislature of the Territory of Oklahoma is hereby given, in pursuance of the requirements of section 9 of said act of Congress, approved March 3 [2], 1887, to the grant of money therein made and to the establishing of an experimental station in accordance with section 1 of said last-mentioned act, and assent is hereby given to carry out all and singular the provisions of all the acts of Congress.

SEC. 24. The board of regents hereby established, in connection with the governor and secretary of the Territory, shall be fully authorized to receive from the United States any and all appropriations made for the support or maintenance of agricultural colleges within the Territory, and shall be authorized to receipt for the same, and shall be chargeable therewith when received from the United States.

SEC. 25. Citizens of Oklahoma between the ages of 14 and 30 years who shall pass a satisfactory examination in reading, arithmetic, geography, English grammar, and United States history, and who are known to possess a good moral character, may be admitted to all the privileges of the institution.

SEC. 26. The board shall possess a common seal, which shall be attached by the president of the board, or president of the college when the board is not in session, to all diplomas, honorary degrees, and all public documents emanating from the college.

Chapter 9, article 2: SEC. 15. The governor, secretary, and treasurer of the Territory of Oklahoma are hereby authorized and empowered to issue the bonds of said Territory in the sum of \$15,000 for the use and benefit of the agricultural and mechanical college of the Territory of Oklahoma, located at Stillwater, in Payne County, in said Territory, the said bonds to be of the denomination of \$500 each and bear interest at the rate of 6 per cent per annum, payable annually, for which interest coupons shall be attached to said bonds and run thirty years from their date, and payable at any time after ten years from their date at the will of the Territory.

SEC. 16. Said bonds shall be styled Territorial agricultural and mechanical college bonds, and when issued shall be delivered to the treasurer of said Territory, and shall be by the treasurer of said Territory sold at not less than par, and without the payment of commission for their sale; and the fund arising from the sale of said bonds shall be a separate fund in the treasury of said Territory for the use and benefit of said agricultural and mechanical college of the Territory of Oklahoma, and shall be expended by the agricultural and mechanical college board of regents for the purposes of the erection of suitable building or buildings for the use of said agricultural and mechanical college.

SEC. 17. The said fund arising from the sale of said bonds shall be charged to the treasurer of said Territory by the auditor thereof, and shall be paid out only for the purpose aforesaid and upon an order in writing signed by the president of said agricultural and mechanical college, and countersigned by the auditor of said Territory; and upon returning said orders duly paid to the auditor of said Territory the treasurer shall receive credit for the amount so paid.

SEC. 18. The said bonds shall be issued by the governor, secretary, and treasurer of the Territory of Oklahoma at any time after the passage of this act, upon request in writing of the agricultural and mechanical college board of regents.

SEC. 19. Said agricultural and mechanical college board of regents shall have

power to do any and all things necessary to the construction of said buildings: *Provided, however.* That no contract shall be made or be binding on the Territory that shall not be authorized by said agricultural and mechanical college board of regents at a meeting duly called for that purpose, of which each member shall have at least five days' notice in writing and in accordance with the provisions of this act.

SEC. 20. Before letting any contract for the furnishing of any material or the performance of any labor upon said buildings to any contractor it shall be the duty of said board of regents to adopt certain plans and specifications prepared by competent architects, giving on [an?] estimate cost of said proposed buildings, and the contracts shall be let with the view to the erection of said buildings according to said plans and specifications; and before any contract for the erection of said buildings, or for the furnishing of any material, or for the performance of any portion of the work let separately, it shall be the duty of the board to take good and sufficient bond from the contractor or contractors for the faithful performance of said work.

SEC. 21. No contract shall be let for the furnishing of the material or any portion of the material used in the erection of said buildings, or the construction thereof, until said board of regents shall have given thirty days' notice in one weekly newspaper published at Stillwater, in Payne County, in said Territory, and in one daily newspaper published at Guthrie, in said Territory, of the intention to purchase such material and let such contracts, and the contracts shall be let to the lowest responsible bidder or bidders, who shall give good and sufficient bond, with two or more sureties, for the faithful performance thereof, according to the terms of the contract: *Provided, however.* That the said board of regents may let the contract for the construction of said buildings as an entirety to one person or may let portions thereof to different persons, as the board of regents may determine shall be to the best interests of said agricultural and mechanical college.

SEC. 22. For the purpose of paying the interest on the said bonds hereinbefore provided to be issued for the use and benefit of said University of Oklahoma, Normal School for the Territory of Oklahoma, and Agricultural and Mechanical College of the Territory of Oklahoma there is hereby levied upon all taxable property within said Territory an annual tax of one-half mill on the dollar, and for the purpose of creating a sinking fund for the payment of said bonds such levy shall be made as the Territorial legislature may hereafter prescribe. [Secs. 15-22 are a part of an act of March 16, 1893.]

Chapter 9, article 4: SECTION 1. The secretary of the Territory of Oklahoma is hereby authorized to sell the bonds hitherto issued by the town of Stillwater, Payne County, Okla., for the benefit of the agricultural and mechanical college situated at Stillwater, Okla., which said bonds are hereby legalized and approved: *Provided.* That in case the bonds shall be sold for less than par, the town of Stillwater shall and is hereby authorized to issue city warrants in a sum sufficient to make good the deficiency, and the total sum of \$10,000 [shall be?] for the benefit of said school, as provided in chapter 2 of the general statutes of Oklahoma. (March 14, 1893.)

Laws, 1893, council joint resolution No. 8: The provisions of the act of Congress approved August 30, 1890, * * * are hereby accepted by the Territory of Oklahoma, and the Territory hereby agrees and obligates itself to comply with all the provisions of said act; and the treasurer of the Territory is designated as the proper officer to receive the funds therein appropriated.

Upon the approval of this joint resolution by the governor, he is hereby instructed to transmit certified copies of the same to the Secretary of the Interior and the Secretary of the Treasury of the United States. (March 7, 1893.)

Laws, 1895, chapter 4, article 1: SEC. 12. [Appropriates] For the expenses of the board of regents of the Agricultural and Mechanical College for the years 1895 and 1896, \$1,000. (March 8, 1895.)

Laws, 1897, chapter 3: SEC. 13. [Appropriates] For expenses of the board of regents of the Agricultural and Mechanical College the sum of \$1,000 for the years 1897 and 1898. (March 12, 1897.)

Laws, 1897, chapter 1: SECTION 1. The Colored Agricultural and Normal University of the Territory of Oklahoma is hereby located and established at or within a convenient distance from Langston, in Logan County, Oklahoma Territory, the exclusive purpose of which shall be the instruction of both male and female colored persons in the art of teaching, and the various branches which pertain to a common school education, and in such higher education as may be deemed advisable by such board, and in the fundamental laws of the United States, in the rights and duties of citizens, and in the agricultural, mechanical, and industrial arts.

SEC. 2. The Colored Agricultural and Normal University shall be under the

direction of five suitable persons, to be known as a board of regents of the Colored Agricultural and Normal University of the Territory of Oklahoma, two of which shall be from the colored race, and the school aforesaid shall be governed and supported as hereinafter provided.

SEC. 3. Said board shall consist of the Territorial superintendent of public instruction, Territorial treasurer, and three others to be appointed by the governor, by and with the advice of the council of the legislative assembly. The tenure of office of said board shall be for the term of four years. The Territorial treasurer, by virtue of his office, shall be treasurer of said board, and the members of said board shall elect from their members the president and the secretary. It shall be the duty of the secretary to keep an exact and detailed account of the doings of said board, and he shall make such reports to the legislative assembly as are required by this act.

SEC. 4. Said board shall have power to appoint suitable persons as president and assistants to take charge of said university, and fix the salaries of each and their several duties. They shall also have power to remove either the president or assistants and appoint others in their stead. They shall prescribe the various books to be used in said university, and shall make and prescribe such laws as may be necessary for the good government and management of the same.

SEC. 5. The said board shall ordain such rules and regulations for the admission of pupils to said university as they deem necessary and proper. Every applicant for admission shall undergo an examination in such manner as may be prescribed by said board, and the board may in its discretion require an applicant for admission into said school, other than such as shall prior to such admission sign and file with said board a declaration of intention to follow the business of teaching school in the territory, to pay or to secure to be paid such fees or tuition as the board shall deem reasonable: *Provided*, That this feature shall be applicable only to the normal branch of said university.

SEC. 6. After said Agricultural and Normal University shall have commenced its first term, and at least once in each year thereafter, it shall be visited by three suitable persons, at least one of whom shall be colored, to be appointed by the governor, who shall examine thoroughly the affairs of the school and report to the superintendent of public instruction and to said board their views in regard to its condition, success, and needs, and any other matters they may deem expedient. Such visitors shall be appointed annually.

SEC. 7. As soon as any person has attended said university twenty-two weeks, said person may be examined in the studies required by law, and if it shall appear that such person possesses the learning and other qualifications necessary to teach a common school, said person shall receive a certificate authorizing him or her to teach a common school.

SEC. 8. The funds appropriated for the benefit of said university shall be under the direction and control of the board herein created. The treasurer of the Territory shall pay out of such funds all orders or drafts for money expended under the provisions of this act; such drafts and orders to be drafts of the Territorial auditor, to be issued upon a certificate of the secretary of the board, countersigned by the president of said board. No certificate shall be given except upon accounts audited and allowed by said board at a regular meeting.

SEC. 9. Services and all necessary traveling expenses, as hereinafter provided, incurred by the members of said board in carrying out the provisions of this act, shall be paid as hereinbefore provided out of any funds belonging to the said university in the hands of the treasurer of said board during the erection and completion of the necessary buildings. The principal, assistants, teachers, and said board, and other officers and employes of such university shall be paid out of the Colored Agricultural and Normal University school fund, which fund is hereby created. The members of said board of regents shall be entitled to \$3 per day and 5 cents per mile for all time actually used and distance necessarily traveled in attending the meetings of said board.

SEC. 10. Said board of regents shall hold four regular meetings in each year, viz, in the first week in April, the first week in July, the first week in October, and the first week in January of each year. At the first meeting in April of each year the officers of said board shall be elected. The meetings of the board shall be held at the office of the governor until such time as the building for the use of said university shall be completed and thereafter in said building. Special meetings of said board may be called upon the written order of the president of said board, which order shall specify the object of such meeting. The majority of said board shall constitute a quorum to transact business.

SEC. 11. The secretary of said board shall annually, on the 1st day of January of each year, transmit to the governor a full report of the expenditures of such

university by such board for the previous year, itemizing the same in detail, and the president of said board shall at the same time make a full and complete report of the results attained by said school.

SEC. 12. Such board shall exercise a watchful guardianship over the morals of the pupils at all times, and no religious or sectarian tests shall be applied in the selection of teachers and none shall be adopted in said university.

SEC. 13. For the purpose of locating and supporting said university there shall be furnished 40 acres of land lying within a convenient distance of Langston, which shall, without cost to the Territory, be conveyed by good and sufficient warranty deed to said board of regents for the use and benefit of said university, not less than 10 acres of which land shall be reserved for a site upon which to erect buildings for said university, and the remainder shall be used in experimental agriculture.

SEC. 14. For the purpose of this act the sum of \$5,000 is hereby appropriated out of any funds in the Territorial treasury not otherwise appropriated, which appropriation shall be for the erection and completion of one wing of a suitable building for such university and for the maintenance of the officers and the board and corps of teachers and instructors created and authorized to be employed under this act.

SEC. 15. Any person who shall complete the full course of instruction in said university shall, upon passing proper examination, receive a diploma, which shall be signed by the president of said university and the president and secretary of the board of regents.

SEC. 16. Any person having obtained a diploma from the normal department of said university shall be permitted to teach in any common school of the Territory of Oklahoma for a period of five years from the date thereof, said authority to teach being subject to revocation for any proper and sufficient cause. (March 12, 1897.)

Laws, 1899, chapter 3, article 1: SECTION 1. There is hereby appropriated, out of any money in the Territorial treasury not otherwise appropriated, the sum of \$30,000, to be divided or apportioned among the various educational institutions of the Territory of Oklahoma as hereinafter provided.

SEC. 2. To the Agricultural and Mechanical College at Stillwater, the sum of \$20,000, to be expended for building purposes under the direction of the board of regents of the said college. To the Colored Agricultural and Normal University at Langston, the sum of \$10,000, to be expended for building purposes under the direction of the board of regents of the said university.

SEC. 3. The Territorial auditor shall draw warrants upon properly authenticated vouchers for such amounts thereof as may be by him found due upon auditing the respective claims therefor, in favor of the persons to whom such claims are allowed, upon the Territorial treasury.

SEC. 4. The Agricultural and Mechanical College at Stillwater shall hereafter receive, annually, nine-tenths of the money granted to the Territory of Oklahoma for the more complete endowment and support of its colleges for the benefit of agricultural and mechanical arts, as provided in an act of Congress approved August 30, 1890, and the university located at Langston shall receive the residue of said money granted, to be received and paid out as provided by this act.

SEC. 5. For the further support of the university at Langston there is hereby appropriated out of the balance of the Morrill fund, to the credit of the Agricultural and Mechanical College at Stillwater, on November 30, 1898, the sum of \$15,000.

SEC. 6. The treasurer of the Territory of Oklahoma shall, upon the receipt of the money granted by said act of Congress approved August 30, 1890, apportion said money as required by this act between the aforesaid institutions. The said treasurer shall pay to each of said institutions its proportion as provided by this act, upon the order of the Territorial auditor, and take receipt for the same.

SEC. 7. The passage of this act and the execution in good faith of the provisions of the same shall be deemed to all intents and purposes a full and complete assent on the part of the Territory of Oklahoma to the act of Congress granting said money for the purposes aforesaid, as required by section 2 of said act of Congress approved August 30, 1890, with all the conditions and limitations imposed by said last recited act of Congress upon the Territory of Oklahoma; and the Territory of Oklahoma pledges its faith and credit that it will on its part carry out and execute said conditions and limitations. (March 10, 1899.)

Laws, 1899, article 2: SEC. 12. [Appropriates] For the expenses of the board of regents of the Agricultural and Mechanical College, of the normal schools, and of the Territorial university for the years 1899 and 1900, the sum of \$300 per annum for each board: *Provided*, Any officer being a member of said board ex officio shall receive no per diem.

Laws, 1899, chapter 28, article 4: SECTION 1 [as amended March 16, 1903]. The rate of general Territorial tax shall not be less than one-half mill or more than 3 mills on the dollar valuation, and in addition it shall be the duty of the Territorial board of equalization to make * * * for the support of the Agricultural and Mechanical School at Stillwater a levy sufficient to raise the amount of \$12,000 for each of the years 1903 and 1904; for the Agricultural and Normal University at Langston, a levy sufficient to raise the sum of \$10,000 for each of the years 1903 and 1904: * * * *Provided*, That all funds collected under the provisions of this act for the benefit of the Territorial educational institutions be, and the same is [are] hereby, appropriated to the purpose for which it is [they are] collected; and any amount raised under the provisions of this section in excess of the actual needs of any of the institutions mentioned herein shall be returned to the Territorial treasurer and credited to the general school fund of the Territory.

Laws, 1899, chapter 25, article 1: SECTION 1 [as amended March 16, 1903]. The board of school land commissioners, immediately after the passage and approval of this act, and once every six months thereafter, shall apportion the funds on hand derived from the leasing of section 13, reserved for university, agricultural college, and normal school purposes, in the following manner, to wit: One-seventh of the total amount for the use and benefit of the University of Oklahoma at Norman, one-seventh of the total amount for the use and benefit of the Agricultural and Mechanical College at Stillwater, one-seventh of the total amount for the use and benefit of the Territorial Normal School at Edmond, one-seventh of the total amount for the use and benefit of the Northwestern Normal School at Alva, one-seventh of the total amount for the use of the Southwestern Normal School at Weatherford, one-seventh of the total amount for the use and benefit of the University Preparatory School at Tonkawa, one-seventh of the total amount for the use of the Colored Agricultural and Normal University at Langston. The money thus apportioned for the purposes aforesaid shall be paid to the proper officer designated to receive money in the several acts or parts of acts establishing these institutions, to be expended under the same conditions and restrictions as other funds for the support of these institutions. (March 16, 1903.)

Laws, 1901, chapter 31, article 1: SECTION 1. The board of regents of the Colored Agricultural and Normal University at Langston is hereby authorized to contract under the terms of this act for the construction of an assembly hall and three additional class rooms, the same to be an addition to the assembly building already constructed, and a sum not exceeding 35 per cent of the amount realized from the tax levy hereinafter provided for shall be expended for such purposes; a sum not exceeding 25 per cent of the amount realized from such levy shall be expended in constructing a dormitory for boys, and a sum not exceeding 5 per cent of the amount realized from such levy shall be expended in the construction of a residence for the president of said university at some suitable place on the grounds belonging to said university, and the remaining 35 per cent of the sum realized from said levy shall be expended in paying off deficiencies unpaid on June 30, 1901, and in payment of salaries for instructors, incidental expenses, and the purchase of necessary stock for the equipment of said university, and in constructing a necessary system of waterworks therefor. The sums provided for the construction of the buildings mentioned shall also cover the installation of heating and lighting systems and of necessary furniture therefor; and any sums not used for the above-mentioned purposes shall be, and they are hereby, appropriated for such purposes as the board of regents of said university may determine: *Provided*, That such board shall not have power to contract for buildings or other things authorized by this act to an amount exceeding in the aggregate the amount to be levied, based upon the last assessment of the taxable property of said Territory for county and Territorial purposes, which shall precede the making of such contracts: *And provided further*, That the total sum expended for the buildings and all other purposes mentioned in this act shall not in any case exceed in amount \$32,000.

SEC. 5. For the purpose of paying for the buildings provided for herein there is hereby levied upon all taxable property of the Territory a tax of three-tenths mill on the dollar for the year 1901, and a tax of two-tenths mill on the dollar for the year 1902, the same to be levied upon the property of the Territory for the years 1901 and 1902. The fund derived from such taxes shall be known as the "Colored Agricultural and Normal University building fund," and shall be available and used by the board of regents only for the purpose of constructing such buildings and for the other purposes mentioned in section 1 of this act; and all funds arising from said tax levy under the provisions of this act are hereby appropriated to said purposes. (March 8, 1901.)

Laws, 1901, chapter 31, article 3: SECTION 1. The board of regents of the Agri-

cultural and Mechanical College and Experiment Station of Oklahoma Territory at Stillwater is hereby authorized to contract, under the terms of this act, for the construction of an assembly hall and quarters for the departments of botany and entomology, the same to be an addition to the library building already constructed, and a sum not exceeding 50 per cent of the amount realized from the tax levy hereinafter provided for shall be expended for such purpose; a sum not exceeding 30 per cent of the amount realized from such levy shall be expended in constructing an engineering building; and a sum not exceeding 10 per cent of the amount realized from such levy shall be expended in the construction of a smokestack and a boiler house and in centralizing the heating system; and a sum not exceeding 10 per cent of the amount realized from said levy shall be expended in the construction of a barn on the college farm. The sums provided for the construction of the buildings mentioned shall also cover the installation of heating and lighting systems and of necessary furniture: *Provided*, That such board shall not have power to contract for buildings or other things authorized by this act to an amount exceeding in the aggregate the amount to be levied, based upon the last assessment of taxable property of said Territory for county and Territorial purposes which shall precede the making of such contracts: *And provided further*, That the total amount expended for buildings and all other purposes authorized by this act shall not in any case exceed the sum of \$46,000; *And provided further*, That any casual balance that may remain unexpended shall be used for the repair of existing buildings owned by the college and for the construction of fences on the college farm.

SEC. 5. For the purpose of paying for the buildings provided for herein there is hereby levied upon all taxable property of the Territory a tax of three-tenths of 1 mill on the dollar for the year 1901, and a tax of four-tenths of 1 mill on the dollar for the year 1902. The fund derived from such taxes shall be known as the "Agricultural and Mechanical College building fund," and shall be available and used by the board of regents only for the purpose of constructing such buildings and for the other purposes mentioned in section 1 of this act; and all funds arising from said tax levy under the provisions of this act are hereby appropriated to said purposes. (March 8, 1901.)

OREGON.

Laws, 1868: SECTION 1. J. F. Miller, J. H. Douthit, and J. C. Avery are hereby constituted a board of commissioners, with power (1) to locate all the lands to which this State is entitled by act of Congress for the purpose of establishing an agricultural college, and as soon as such locations are made to report the same to the secretary of state; (2) to take into consideration the further organization and perfecting of a plan for the permanent establishment of such college, in accordance with the requirements of the act of Congress making such donations, and report the same to the governor by August 1, 1870; (3) to fill all vacancies in the college by appointment that may occur in any senatorial district under the provisions of this act.

SEC. 2. That until other provisions are made the Corvallis College is hereby designated and adopted as the agricultural college, in which all students sent under the provisions of this act shall be instructed in all the arts, sciences, and other studies, in accordance with the requirements of the act of Congress making such donation.

SEC. 3. Each State senator is hereby authorized and empowered to select one student, not less than 16 years of age, who shall be received by the faculty of said college and instructed by them in the manner provided in this act for the space of two years, unless such student shall be discharged for misconduct: *Provided, however*, That this act shall not be binding until the trustees of said college shall adopt a resolution and file a certified copy thereof with the secretary of state, assenting to and agreeing on their part to faithfully carry out the provisions of this act.

SEC. 4. Upon the certificate of the president of the Corvallis College that any student so appointed is in attendance at the school it shall be the duty of the secretary of state at the middle of each quarter to draw his warrant upon the State treasurer in favor of the said college for the sum of \$11.25 for each student so attending. And it shall be the duty of the State treasurer to pay such warrants out of any funds in his hands not otherwise appropriated, and a separate account of such funds shall be kept and designated the "agricultural college funds."

SEC. 5. All funds paid out in accordance with the provisions of the foregoing

sections, with interest thereon at 10 per cent per annum, shall be refunded to the State treasurer from the first interest that shall accrue from the proceeds of the sale of any lands located for said college.

SEC. 6. The board of commissioners hereby created shall make all the reports required by law, and shall each receive a salary of \$5 per day for the number of days actually employed, to be paid upon the sworn statement of such commissioner. (October 27, 1868.)

LAWS, 1870: SECTION 1. Corvallis College, in Benton County, is hereby designated and permanently adopted as the agricultural college of the State of Oregon, in which all students sent under the provisions of law shall be instructed in accordance with the requirements of the act of Congress approved July 2, 1862, granting public lands to the several States and Territories which might provide colleges for the benefit of agriculture and the mechanic arts, and the acts amendatory thereof.

SEC. 2. The following persons, to wit, J. C. Avery, L. F. Grover, and N. H. Cranor, are hereby constituted a board of commissioners to propose a plan for the instruction and education of the students in said agricultural college, and to prepare rules, regulations, and by-laws for the government of the same, all of which shall be submitted to the legislative assembly at its next regular session for its adoption or rejection, and in the meantime the said college shall be governed by and under the provisions of the act of the legislative assembly approved October 27, 1868, in relation to said college.

SEC. 3. The board of trustees of Corvallis College shall, by resolution, accept the provisions of this act and agree to be bound by the same within thirty days after its passage, and cause a copy of said resolution to be filed with the secretary of state, and upon their failure to do so they shall be deemed to have rejected its provisions. (October 21, 1870.)

LAWS, 1872: SECTION 1. Each State senator is hereby authorized and empowered to select two students not less than 16 years of age, who shall be received by the faculty of the agricultural college of this State and instructed by them according to the course of instruction adopted in said agricultural college for the term of four years each. * * *

SEC. 3. There shall be, and hereby is, appropriated, out of the general fund in the treasury not otherwise appropriated, annually the sum of \$5,000, to be devoted to the general support of the agricultural college of the State of Oregon under the direction of the regents thereof: *Provided*, That no charge shall be made for the tuition of any students appointed in accordance with law. The funds herein provided for to be disbursed shall be drawn and paid out in the same manner as has been heretofore provided for by law for the payment of funds from the treasury disbursed for the support of said institution.

SEC. 5. All funds paid out in accordance with the provisions of the foregoing sections, with interest thereon at 10 per cent per annum, shall be refunded to the State treasurer from the first interest that shall accrue from the proceeds of the sale of any lands located for said college not already appropriated for a similar purpose. (October 15, 1872.)

LAWS, 1872: SECTION 1. Upon final approval of the selections of the agricultural college lands of this State held under the several acts of Congress relating thereto the board of school-land commissioners shall be, and they are hereby, authorized to sell and dispose of said lands for not less than \$2.50 per acre in currency. * * *

SEC. 5. All moneys derived from the sale of the lands aforesaid shall be loaned by said commissioners at a rate of interest not less than 10 per cent per annum, payable semiannually in advance, to be secured by mortgage on real property in this State, free from all incumbrance, of not less than three times the value of said loan, and the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, and the interest of which shall be paid into the State treasury, to be placed to the credit of the agricultural college fund. (October 28, 1872.)

LAWS, 1878: SECTION 1. Section 3 of an act [approved October 15, 1872, above] be amended so as to read as follows:

"SEC. 3. There shall be, and hereby is, appropriated, out of the general fund in the treasury not otherwise appropriated, annually the sum of \$500, also the interest hereafter annually accruing on the fund arising from the sale of agricultural college lands, to be devoted to the general support of the agricultural college of the State of Oregon under the direction of the regents thereof: *Provided*, That no charge shall be made for the tuition of any students appointed in accordance with law. The funds herein provided for to be disbursed shall be drawn and paid out in the same manner as has been heretofore provided for by law for the payment of funds from the treasury disbursed for the support of said institution: *Provided*,

The \$500 annually appropriated by this section out of the general fund shall cease on and after two years from the passage of this act." (October 21, 1878.)

Laws, 1882: SEC. 2. All moneys arising from the sale of school, university, and agricultural college lands, and all other moneys belonging to the * * * agricultural college fund, shall be loaned by the board of commissioners at 8 per cent per annum, payable semiannually on the 1st day of January and July of each year. The principal and interest shall be made payable in gold coin of the United States or its equivalent, and such loans shall be secured by note and mortgage to said board of commissioners on real estate in this State of not less than twice the value of the amount loaned, exclusive of perishable improvements, of unexceptionable title, and free from all incumbrances, or by a deposit of United States bonds, or the bonds or treasury warrants of this State, of a face value of not less than 25 per cent in excess of such loans. All the loans herein provided for shall be made for the period of one year: *Provided*, That in case the interest is promptly paid and security remains unimpaired the board may, in their discretion, permit the loan to stand for a period of not longer than ten years. Upon the payment of any loan the principal shall again be loaned in like manner as in this section provided. (October 17, 1882.)

Laws, 1882, act of October 20, 1882: SECTION 1. There is hereby appropriated, out of the general fund in the treasury not otherwise appropriated, the sum of \$2,500 annually for the support of the State agricultural college of Oregon. [This appropriation was not paid since 1893.]

Laws, 1885: SECTION 1. [As amended November 21, 1885.] The permanent location of the State agricultural college at Corvallis, in Benton County, Oreg., be, and the same is hereby, ratified and confirmed: *Provided, however*, That the citizens of said county shall, on or before January 1, 1889, have caused to be erected on the farm containing 35 acres in the immediate vicinity of said city, known as the agricultural college farm, brick buildings for the accommodation of the said State agricultural college, at a cost of not less than \$20,000: *And provided further*, That the said farm and buildings shall be, on or before January 1, 1889, free from all liens and incumbrances whatever.

SEC. 2. The general government of the said college shall be vested in and exercised by a board of regents, to be denominated the board of regents of the State agricultural college of the State of Oregon, who are hereby constituted a corporation for that purpose, with power to sue and be sued, to make contracts, and to enact and, from time to time, to vary and amend such by-laws and regulations as in their discretion shall seem necessary or proper for the benefit, development, and successful working of the said college.

SEC. 3. The said board of regents shall consist of 13 members, of whom the members of the State board of education and also the master of the State grange for the time being shall be ex officio members. The other 9 members of the board shall be appointed by the governor, by and with the advice and consent of the senate, not more than 5 of which 9 members appointed by the governor shall belong to the same political party. Such appointed members shall hold office as follows: Three of them shall go out of office at the end of the third year, 3 at the end of the sixth year, and the remaining 3 at the end of the ninth year from the time of the first appointment, the names of those to leave office being determined among themselves by lot. Thereafter every person appointed shall serve for the full period of nine years, or until their successors are appointed and qualified. All vacancies occurring in said board by death, resignation, or otherwise during the recess of the senate shall be filled by the governor until the next meeting of the legislature, or until their successors are appointed and qualified.

SEC. 4. At the first meeting of the board after their appointment the members present shall elect from their number a president, treasurer, and secretary, and shall prescribe their duties: and seven members shall constitute a quorum. The said board shall also appoint from its members an executive committee of five, of whom three shall constitute a quorum. The executive committee shall execute the powers and duties of the board during the recess thereof. Such committee shall keep a record of its proceedings, which shall be reported to each meeting of the board, and such record shall be at all times open to the inspection of any member of the board.

SEC. 5. The president of said board shall, once a year, make a written report to the governor, setting forth the condition of said college, financial and otherwise, with such recommendations touching the same as he may think proper.

SEC. 6. The course of instruction and studies at said college shall be prescribed by the board of regents, and shall be in accordance with the objects sought by Congress in the establishment of State agricultural colleges, namely, "instruction in agriculture and the mechanic arts."

SEC. 7. All funds applicable by law to the support of the State agricultural college shall be drawn on warrant, issued by the secretary of state, for the time being, on the written request of the treasurer of the board of regents, countersigned by the secretary.

SEC. 8. For the time being an admission fee and rates of tuition, such as the board of regents shall deem expedient, shall be required of each student, except as herein otherwise provided. Until the legislative assembly shall otherwise direct, each senatorial and representative district in this State shall be entitled to gratuitous instruction for as many pupils as said district now has of senators and representatives in the legislative assembly, and, also, each county in the State shall be entitled to one free scholarship in said college, all of whom shall be selected as follows: The school superintendent in each county shall receive and register the names of all applicants for admission nominated by the senators or representatives of that county and shall present the same to the county court sitting for the transaction of county business, and from the applicants found to possess the requisite qualifications the number of pupils to which such county is entitled shall be selected by lot. The persons so selected shall be residents of the county for which they are selected, and shall possess such educational and other qualifications as the board of regents may prescribe. Vacancies occurring shall also be filled by the county court as hereinbefore provided. In senatorial and representative districts composed of more than one county the senator or representative for that district shall have the power to nominate and appoint one student for such district, who shall be received in said college on the same terms as the students appointed by the county courts. One-third of said students appointed as aforesaid may be females.

SEC. 9. For the endowment, maintenance, and support of said agricultural college there is hereby set apart and appropriated the interest on the fund which has arisen and which shall hereafter arise from the sale of all lands granted to the State of Oregon, or to which said State was entitled under the act of Congress to provide colleges for the benefit of agriculture and the mechanic arts to the several States and Territories, approved July 2, 1862, and the acts amendatory thereof, or so much thereof as may be necessary; but in no case shall the interest arising from said fund be applied to the purchase of sites or for buildings for said agricultural college, but only in the payment of the salaries of professors, officers, and other current expenses. The remainder of such interest remaining over at the close of each fiscal year after the payment of such expenses shall be added to and become a part of the principal or endowment fund forever.

SEC. 10. The board of regents provided for by this act shall be appointed by the governor during the present session of the legislature, but they shall not assume the government of said college until the buildings mentioned in this act shall have been completed as aforesaid and accepted by the governor on behalf of the State.

SEC. 11. When and as soon as the governor has been notified that such building is completed he shall inspect the same, and if he shall find that the same is constructed as provided in this act, and he shall find that the said agricultural farm and buildings are free from all liens and incumbrances, he shall accept the same for and in behalf of this State: *Provided*, That the board of regents is authorized at any time after their appointment to accept provisionally on behalf of the State a conveyance to them of the said agricultural college farm.

SEC. 12. The State board of education is hereby constituted an advisory board to act in concert with the State Agricultural College Association, being an incorporation recently formed by the citizens of Benton County to carry out the intended purposes of this act on all matters connected with the design and construction of the said intended building.

SEC. 13. Corvallis College, in Benton County, having signified its intention and desire to relinquish to the State the control and management of the State agricultural college, the same is hereby accepted, to take effect at the time and in the manner provided in this act. (February 11, 1885.)

LAWS, 1889: SECTION 1. There be, and hereby is, appropriated the sum of \$30,000, or so much thereof as may be necessary for the purposes hereinafter described, namely: (1) Purchasing additional land in the neighborhood of the college building at Corvallis. (2) For the erection and equipment of a building to be used for instruction in working in wood and metal. (3) For the erection and equipment of a model dairy and creamery. (4) For the erection and furnishing and stocking of a stock barn and veterinary buildings. (5) For the erection and furnishing of a students' hall and dormitories.

SEC. 2. There be, and hereby is, appropriated the sum of \$5,000 per annum in aid of the current expenses of the State agricultural college and for the payment of professors and instructors therein. [Not paid from 1894 to 1897, both inclusive.]

SEC. 3. There be, and hereby is, appropriated the sum of \$2,500 for payment of the legal expenses incurred by the board of regents of the State agricultural college in the current litigation by nominees of the Methodist Episcopal Church South.

SEC. 4. The sums appropriated by this act shall be set apart by the treasurer of the State out of the general fund, and shall be designated "the agricultural college improvement fund."

SEC. 5. The buildings provided for in section 1 of this act shall be erected on the farm or land to be purchased from the sums appropriated by this act.

SEC. 6. The said sums of money so appropriated shall be expended by and under the supervision and control of the board of regents of the State agricultural college for the purposes for which the same are hereby appropriated, and said board of regents are hereby authorized and empowered to adopt such plans and specifications for said buildings and equipments as they may think fit. (February 18, 1889.)

Laws, 1889: SEC. 8. It shall be the duty of the chemist of the State agricultural college to correctly analyze any and all substances the said [food] commissioner may send him for the purpose of carrying out the provisions of this act [to prevent the production and sale of unwholesome foods, and to regulate sales of adulterated foods, drinks, and medicines]. (February 25, 1889.)

Laws, 1891: SECTION 1. The legislative assembly of the State of Oregon doth hereby irrevocably assent to the purpose of the said grants under and by virtue of the said act of Congress, approved August 30, 1890, * * * and on behalf of the State of Oregon doth accept the same, and doth designate as the college to receive the same the State Agricultural College of Oregon, organized and existing under the act of the legislative assembly of the State of Oregon approved February 11, 1885, * * * and the act amendatory thereof; and doth further designate and appoint the treasurer of the board of regents for the time being, appointed under and by virtue of section 4 of the last-mentioned act, approved February 11, 1885, as the officer to receive the said Congressional appropriations, under and by virtue of the said act of Congress, approved August 30, 1890.

SEC. 2. There be, and hereby is, appropriated the sum of \$3,483.80 in payment of the balance now due to the treasurer of the said State agricultural college for amounts expended by the said board of regents on the purchase of land and the erection, equipment, and furnishing of buildings for the said State agricultural college in excess of the sum of \$30,000 appropriated therefor by the legislative assembly of the State of Oregon, under the said act approved February 18, 1889.

SEC. 3. There be, and hereby is, appropriated the sum of \$25,000, or so much thereof as may be necessary, for the purposes hereinafter described, namely: (1) The erection and furnishing of a building on the State agricultural farm at Corvallis, Benton County, Oreg., for the erection of the laboratories of the said college in connection with the experiment station and the storerooms and offices of the said college. (2) The erection and furnishing of a second students' hall and dormitory in connection with said college. (3) The erection and furnishing of a dairy and creamery and the outbuildings and appliances connected therewith for the purpose of the said State agricultural college. (February 19, 1891.)

Laws, 1893: SECTION 1. There be, and hereby is, appropriated the sum of \$4,226 in payment of the balance now due to the treasurer of the said State agricultural college for amounts expended by the board of regents in the erection and furnishing of the students' hall and dormitory provided for by said act, filed in the office of the secretary of state February 19, 1891, in excess of the sum of \$25,000 appropriated by said act for that and other purposes.

SEC. 2. There be, and hereby is, appropriated the sum of \$23,000, or so much thereof as may be necessary, for the purposes hereinafter described, namely: (1) Mechanical department of said college—Enlarged building; additions to engine and boilers; lathes and other large tools; carpenters' tools, 25 sets; forges, 12; electrical apparatus. (2) Agricultural department of said college—Barn and silo; tile drainage; dairy and fittings; implements. (3) Horticultural department of said college—Barn; potting shed; tool room. (4) For the college building of said college—New heating apparatus; desks, chairs, tables, etc.; incidentals and architects' fees. Total, \$26,100. (February 20, 1893.)

Laws, 1898, special session: SECTION 1. There be, and there is hereby, appropriated, out of the general funds not otherwise appropriated, the sum of \$25,000, to be used by the board of regents of the Oregon State Agricultural College in the erection and construction of a suitable building on the grounds of said college at Corvallis, in Benton County, Oreg., to replace the buildings destroyed by fire on September 28, 1898. (October 12, 1898.)

Laws, 1899: SECTION 1. All agricultural college land now owned by the State of

Oregon which has been subject to sale for a period of twenty-five years shall hereafter be sold at a uniform price of \$1.25 per acre. (February 17, 1899.)

Laws, 1899, act of February 18, 1899: SEC. 22 [as amended by act of February 25, 1901]. All moneys belonging to the irreducible school fund, university fund, or agricultural college fund shall be loaned by the State land board at 6 per cent per annum, payable semiannually, on the 1st day of January and 1st day of July of each year: *Provided, however*, That if at any time there be a surplus of either of these funds over and above all loans applied for the State land board may, in its discretion, invest such portion of said surplus as in their judgment they may deem proper in bonds issued by municipal corporations and school districts in the State of Oregon, the legality of such bonds to be approved by the attorney-general. The principal and interest of all loans shall be made payable in gold coin of the United States or its equivalent; and such loans shall be secured by note and mortgage to the State land board on real estate in this State of not less than thrice the value of the amount loaned, exclusive of perishable improvements, of unexceptionable title, and free from all incumbrances, or by a deposit of United States bonds or the bonds or treasury warrants of this State of a face value of not less than 25 per cent in excess of such loans. All the loans herein provided for shall be made for the period of one year: *Provided*, That in case the interest is promptly paid and the security remains unimpaired the board may, in their discretion, permit the loan to stand for a period of not longer than ten years. Upon the payment of any loan or of any bonds the principal shall again be loaned or invested in like manner as in this section provided.

Laws, 1901, act of February 6, 1901: SECTION 1. The sum of \$20,000 be, and the same is hereby, appropriated, out of the general fund in the treasury not otherwise appropriated, for repairs, buildings, and improvements necessary and convenient for said State Agricultural College, and that the secretary of state be, and he is hereby, authorized and directed to draw a warrant on the treasurer of state in favor of the treasurer of the board of regents of said State Agricultural College for said sum.

SEC. 2. In computing the amount of revenue necessary for State purposes the governor, secretary of state, and State treasurer, acting jointly, shall, in each year, at the time they compute the amount of revenue necessary for other State purposes, also compute the sum of \$25,000 for the annual support and benefit of the State Agricultural College, which shall be levied and collected in the same manner as other taxes for State purposes are levied and collected; and the fund arising therefrom shall be paid into the State treasury and kept separate from other funds, and shall be known as the State Agricultural College fund. This fund shall be paid out only on warrants drawn by the secretary of state on the State treasurer against said fund. This fund shall be a continuing fund, and if the amount raised in any year shall not be used for current expenses, etc., as herein provided, during that year, the balance remaining in the hands of the treasurer shall be carried over to the next year and added to the fund for that year.

SEC. 3. The said fund shall be drawn quarterly by the treasurer of the board of regents, and may be used for the purposes of paying the current expenses of said college, the salaries of professors and instructors, and wages of employees; of making additions to the library and apparatus, for buildings, improvements, and repairs, and for the purchase of additional land needed for the use of said college.

SEC. 4. An act of the legislative assembly of the State of Oregon, * * * approved October 20, 1883 [laws of 1882, above], be, and the same is hereby, repealed.

SEC. 5. Section 2 of an act of the legislative assembly of the State of Oregon, * * * approved February 18, 1889 [laws of 1889, above], be, and the same is hereby, repealed, but this repeal shall not affect the appropriation of \$10,000 [for the years 1901 and 1902] made at the present session under and by virtue of the provisions of said section of said act.

Laws, 1901, act of February 23, 1901: SECTION 1. The State land board * * * be, and they are hereby, authorized, empowered, and directed to transfer and convey, by a good and sufficient deed of conveyance, to the State Agricultural College all of the right, title, and interest of the State of Oregon of, in, and to the following-described premises, to wit: All of the east half of the northeast quarter of section 23 and the west half of the northwest quarter of section 24, lying and being south of the Union Railway Company's railroad, except a strip of land 1 rod wide along the east side of the west half of the northwest quarter of said section 24 reserved as a roadway; also all the east half of the west half and the west half of the east half of said section 24, and the west half of the northeast quarter and the east half of the northwest quarter of section 25, all of said tracts of land lying and

being in township 4 south of range 39 east of the Willamette meridian, in Union County, Oreg., together with the tenements, hereditaments, and appurtenances thereunto belonging.

SEC. 2. The board of regents of the State Agricultural College shall, as soon as possible after the passage and approval of this act, select a site on said land for the erection of an experiment station, and shall immediately thereafter erect and construct thereon the buildings requisite and necessary for an experiment station and furnish and equip the same ready for use: *Provided, however,* That the amount expended to erect, construct, furnish, and equip such buildings, and for agricultural experiments in eastern Oregon, shall in no event be in excess of the sum appropriated for such purposes.

SEC. 3. There is hereby appropriated out of the general fund the sum of \$10,000 for the purpose of erecting, constructing, furnishing, and equipping the said buildings, and the secretary of state be, and he is hereby, authorized and directed to audit all claims presented by the board of regents of the State Agricultural College for the expenses incurred in the said erection, construction, furnishing, and equipping of said buildings and for agricultural experiments in eastern Oregon, and, if allowed, to draw a warrant therefor in favor of the treasurer of said agricultural college: *Provided, however,* That the warrant or warrants drawn for these purposes shall not singly nor in the aggregate exceed the sum of \$10,000, and no claim shall be allowed by the secretary of state in excess of said sum of \$10,000.

SEC. 4. All revenues derived from said lands not necessarily used in connection with said experiment station may be used by the board of regents of said agricultural college in the improvement of the property herein referred to, and for repairs thereto, and for the use and benefit of said experiment station, its buildings, furniture, and equipment, and for agricultural experiments in eastern Oregon, and not otherwise.

* Laws, 1903, act of February 21, 1903: SECTION 1. There be, and is hereby, appropriated out of the general fund the sum of \$30,000 for the purchase of such stock as may be necessary for experimental feeding purposes; for the erection of buildings; for the provision of scientific apparatus and tools; for draining, tiling, and improving land, and for all other purposes necessary for the conducting and developing of agricultural experiments in eastern Oregon, to be expended under the authority and authorization of the board of regents of the State Agricultural College of Oregon.

Laws, 1903, act of February 24, 1903: SECTION 1. [Appropriates] for the payment of the deficiency incurred in the maintenance of the State Agricultural College during the years 1901 and 1902, for which the past appropriation was insufficient, for finishing and furnishing new buildings, and for the general repairs, improvements, etc., at the State Agricultural College at Corvallis, \$15,000.

SEC. 3. No indebtedness shall be incurred or warrants drawn in excess of the amounts herein specified, and in the case of the university [of Oregon], State Agricultural College, and normal schools the boards of regents of said institutions, respectively, are hereby severally and collectively made responsible and shall be held personally liable in an action therefor to the State of Oregon for any expenditures in excess of the sums hereby appropriated for their respective institutions: *Provided,* The State officers, being ex officio members of said boards of regents, are hereby exempted from such personal liability.

PENNSYLVANIA.

Laws, 1855, No. 50: SECTION 1. There be, and is hereby, erected and established, at the place which shall be designated by the authority and as hereinafter provided, an institution for the education of youth in the various branches of science, learning, and practical agriculture, as they are connected with each other, by the name, style, and title of the Farmers' High School of Pennsylvania.^a

SEC. 2. The said institution shall be under the management and government of a board of trustees, of whom there shall be 13, and 7 of whom shall be a quorum, competent to perform the duties hereinafter authorized and required.

SEC. 3. The governor, secretary of the Commonwealth, the president of the

^a The name was changed to Agricultural College of Pennsylvania May 1, 1862, by order of the court of quarter sessions of Center County, Pa., and to Pennsylvania State College January 26, 1874, by order of the court of common pleas of Center County, Pa.

Pennsylvania State Agricultural Society, and the principal of the institution shall each be ex officio a member of the board of trustees, and they, with [nine others named] shall constitute the first board of trustees, which said trustees and their successors in office are hereby erected and declared to be a body politic and corporate in law, with perpetual succession, by the name, style, and title of the Farmers' High School of Pennsylvania, by which name and title the said trustees and their successors shall be able and capable in law to take by gift, grant, sale, or conveyance, by bequest, devise, or otherwise, any estate in any lands, tenements, and hereditaments, goods, chattels, or effects, and at pleasure to alien or otherwise dispose of the same to and for the uses and purposes of the said institution: *Provided, however*, That the annual income of the said estate so held shall at no time exceed \$35,000, and the said corporation shall by the same name have power to sue and be sued and generally to do and transact all and every business touching or concerning the premises, or which shall be necessarily incidental thereto, and to hold, enjoy, and exercise all such powers, authorities, and jurisdiction as are customary in the colleges within this Commonwealth.

SEC. 4. The same trustees shall cause to be made a seal, with such devices as they may think proper, and by and with which all the deeds, diplomas, certificates, and acts of the institution shall be authenticated, and they may at their pleasure alter the same.

SEC. 5. At the first meeting of the board of trustees the nine named who are not ex officio members shall by themselves and by lot be divided into three classes of three each, numbered 1, 2, and 3. The appointment hereby made of class No. 1 shall terminate on the first Monday of October, 1856; No. 2 on the first Monday of October, 1857, and No. 3 on the first Monday of October, 1858; and upon the termination of the office of such directors, to wit, on the first Monday of October in every year, an election shall be held at the institution to supply their place, and such election shall be determined by the votes of the members of the executive committee of the Pennsylvania State Agricultural Society and the votes of three representatives duly chosen by each county agricultural society in this Commonwealth which shall have been organized at least three months preceding the time of election, and it shall be the duty of the said board of trustees to appoint two of their number as judges, to hold the said election, to receive and count the votes and return the same to the board of trustees, with their certificate of the number of votes cast and for whom, whereupon the said board shall determine who have received the highest number of votes and who are thereby elected.

SEC. 6. On the second Thursday of June after the passage of this act the board of trustees who are hereby appointed shall meet at Harrisburg and proceed to the organization of the institution and selection of the most eligible site within the Commonwealth of Pennsylvania for its location, where they shall purchase or obtain by gift, grant, or otherwise, a tract of land containing at least 200 acres and not exceeding 2,000 acres, upon which they shall procure such improvements and alterations to be made as will make it an institution properly adapted to the instruction of youth in the art of farming, according to the meaning and design of this act. They shall select and choose a principal for the said institution, who, with such scientific attainments and capacity to teach as the board shall deem necessary, shall be a good, practical farmer; he, with such other persons as shall from time to time be employed as teachers, shall compose the faculty, under whose control the immediate management of the institution and the instruction of all the youth committed to its care shall be, subject, however, to the revision and all orders of the board of trustees. There shall be a quarterly meeting of the board of trustees at the institution and as much oftener as shall be necessary and they shall determine. The board shall have power to pass all such by-laws, ordinances, and rules as the good government of the institution shall require, and therein to prescribe what shall be taught to and what labor performed by the pupils and generally to do and perform all such administrative acts as are usually performed by and within the appropriate duty of a board of trustees, and shall, by a secretary of their appointment, keep a minute of the proceedings and action of the board.

SEC. 7. It shall be the duty of the board of trustees, as soon and as often as the exigencies of the institution shall require, in addition to the principal, to employ such other professors, teachers, or tutors, as shall be qualified to impart to pupils under their charge a knowledge of the English language, grammar, geography, history, mathematics, chemistry, and such other branches of the natural and exact sciences as will conduce to the proper education of a farmer; the pupils shall themselves, at such proper times and seasons as shall be prescribed by the board of trustees, perform all the labor necessary in the cultivation of the farm, and shall thus be instructed and taught all things necessary to be known by a farmer, it

being the design and intention of this act to establish an institution in which youth may be so educated as to fit them for the occupation of a farmer.

SEC. 8. The board of trustees shall annually elect a treasurer, who shall receive and disburse the funds of the institution, and perform such other duties as shall be required of him, and from whom they shall take such security for the faithful performance of his duty as necessity shall require; and it shall be the duty of the said board of trustees, annually, on or before the 1st of December, to make out a full and detailed account of the operations of the institution for the preceding year and an account of all its receipts and disbursements, and report the same to the Pennsylvania State Agricultural Society, who shall embody said report in the annual report which by existing laws the said society is bound to make and transmit to the legislature on or before the first Monday of January of each and every year.

SEC. 9. It shall be lawful for the Pennsylvania State Agricultural Society to appropriate out of their funds to the object of this act a sum not exceeding \$10,000 whenever the same shall be required, and to make such further appropriation, annually, out of their funds as will aid in the prosecution of this object, and it will be the duty and privilege of the said society, at such times as they shall deem expedient by their committees, officers, or otherwise, to visit the said institution and examine into the details of its management. (February 22, 1855.)

[The act of February 22, 1855, was amended by the court of common pleas of Center County, Pa., October 22, 1875, as follows:

1. That the time for holding the annual election for and annual meeting of the trustees of the institution be fixed for the Wednesday next preceding the Friday immediately preceding the 4th day of July in each and every year.

2. That the number of trustees of said institution be fixed at 23 instead of 13, and that the said board of trustees be constituted as follows: The governor, the secretary of the Commonwealth, the secretary of internal affairs, the adjutant-general, the superintendent of public instruction, the president of the State agricultural society, the president of the Franklin Institute of Pennsylvania, and the president of the institution shall be ex officio members of the board. The remaining members—to wit, 15—shall be elected in manner following, to wit: Three by the alumni of the institution and the remaining 12 by a body of electors, composed of the executive committee of the Pennsylvania State Agricultural Society, the managers of the Franklin Institute of Pennsylvania, 3 representatives duly chosen by each county agricultural society in this Commonwealth which shall have been organized at least three months preceding the time of election, and 3 representatives duly chosen by each association, not exceeding 1 in each county of the Commonwealth, which shall have for its principal object the promotion and encouragement of the mining and manufacturing interests of the Commonwealth and the mechanic and useful arts, and which shall in like manner have been organized at least three months preceding the time of election.

* * * * *

5. That so much of the seventh section of the act of the assembly approved February 22, 1855, as provides "that the pupils shall themselves, at such proper times and seasons as shall be prescribed by the board of trustees, perform all the labor necessary in the cultivation of the farm, and shall thus be instructed and taught all things necessary to be known by a farmer, it being the design and intention of this act to establish an institution in which youth may be so educated as to fit them for the occupation of a farmer," be so changed and modified as to require the students of the said institution to perform so much labor as shall from time to time be prescribed by the board of trustees and shall best carry out the design of the institution in promoting "the liberal and practical education of the industrial classes in the several pursuits and professions in life."—From report of committee of the legislature to investigate the affairs of the Pennsylvania State College, 1883.]

Laws, 1857, No. 658: SECTION 1. The sum of \$25,000 be, and is hereby, appropriated to the Farmers' High School of Pennsylvania, to be paid out of any moneys in the treasury not otherwise appropriated: *Provided*, That the admissions to said school from the several counties shall be in proportion to their number of taxables, respectively, if such number shall apply.

SEC. 2. The further sum of \$25,000 be, and is hereby, appropriated to said institution, to be paid as hereinafter provided.

SEC. 3. Whenever it shall appear to the satisfaction of the governor that said high school shall have received from some other source or sources \$1,000 or upward, the State treasurer shall pay to said school an equal sum, independent of the appropriation made in the first section, and so on until a sum not exceeding \$25,000, in addition to the preceding appropriation, shall have been appropriated to said school: *Provided*, That the said sum of \$25,000 shall be subscribed within three years from the passage of this act. [Time extended to May 20, 1862, by act approved April 3, 1860.]

* * * * *

SEC. 5. There shall be established in connection with the institution an office where correct and perfect analysis shall be made, without charge, of all soils and manures which shall be sent by citizens of this Commonwealth for that purpose and a correct report returned of the result of said analysis, accompanied with such information as may be useful in the case.

SEC. 6. The said corporation shall furnish reports of the result of all experi-

ments made with trees, shrubs, plants, seeds, soils, and the breeding and rearing of stock to at least one newspaper in each county in the Commonwealth for publication, the same to be furnished monthly or immediately after the results of the investigations are known. (May 20, 1857.)

LAWS, 1859, No. 165: SECTION 1. At all future meetings of the board of trustees of the Farmers' High School of Pennsylvania five members thereof shall constitute a quorum competent for the transaction of business.

SEC. 2. It shall be unlawful for the court of quarter sessions of Center County to grant a license to any person or persons for the sale of ardent spirits or malt liquors at any place within 2 miles of the Farmers' High School of Pennsylvania, located in the said county.

SEC. 3. The superintendent of the Pennsylvania State Lunatic Hospital be, and he is hereby, directed to deliver to the trustees of the Farmers' High School of Pennsylvania, to be arranged for exhibition and use in the museum of the said school, the cabinets of mineralogical and geological specimens belonging to the State, which were placed in the care of the said superintendent by the secretary of the Commonwealth, in compliance with a resolution approved February 15, 1855. (March 17, 1859.)

LAWS, 1861, No. 367: SECTION 1. [Appropriates \$49,900 for building purposes.]

LAWS, 1863, No. 227: SECTION 1. The act of the Congress of the United States passed July 2, 1862, * * * be, and the same is hereby, accepted by the State of Pennsylvania, with all its provisions and conditions, and the faith of the State is hereby pledged to carry the same into effect.

SEC. 2. The surveyor-general of the State of Pennsylvania is hereby authorized and required to do every act and thing necessary to entitle this State to its distributive share of land scrip, under the provisions of the said act of Congress, and when the said scrip is received by him to dispose of the same under such regulations as the board of commissioners, hereafter appointed by this act, shall prescribe.

SEC. 3. The governor, auditor-general, and the surveyor-general are hereby constituted a board of commissioners, with full power and authority to make all needful rules and regulations respecting the manner in which the surveyor-general aforesaid shall dispose of the said land scrip, the investment of the proceeds thereof in the State stocks of this State, and apply interest arising therefrom as herein directed, and in general to do all and every act or acts necessary to carry into full effect the said act of Congress: *Provided*, That no investment shall be made in any other stocks than those of the United States or of this Commonwealth.

SEC. 4. Until otherwise ordered by the legislature of Pennsylvania, the annual interest accruing from any investment of the funds acquired under the said act of Congress is hereby appropriated, and the said commissioners are directed to pay the same to the Agricultural College of Pennsylvania, for the endowment, support, and maintenance of the said institution, which college is now in full and successful operation, and where the leading object is, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts.

SEC. 5. The said Agricultural College of Pennsylvania shall, on or before the 1st day of February of each year, make report to the legislature of the receipts and expenditures of said institution for the preceding year. (April 1, 1863.)

LAWS, 1866, No. 88: SECTION 1. The third section of the act * * * passed April 1, 1863 [above], shall be so construed as to authorize the governor, auditor-general, and surveyor-general as commissioners, in the performance of the duties devolved upon them by the said act, to direct the payment of the expenses of disposing of the said land scrip out of any money in the treasury not otherwise appropriated: *Provided*, That no more than one-third of the distributive shares of the said land scrip donated to this State shall be sold under the provisions of this act.

SEC. 2. The board of trustees of the Agricultural College of Pennsylvania be, and they are hereby, authorized to borrow a sum of money not exceeding \$80,000, at a rate of interest not exceeding 7 per cent, and taxes, with which to pay and consolidate all the debts of the institution, and to secure the same by a mortgage upon the property thereof. (April 11, 1866.)

LAWS, 1867, No. 9: SECTION 1. The proviso to the first section of the act * * * approved April 11, 1866 [above], be, and the same is hereby, repealed.

SEC. 2. The one-tenth part of the entire proceeds of the lands donated by Congress to the State of Pennsylvania by the act of July 2, 1862, in trust, and accepted by the act of April 1, 1863, to which this is a supplement, be, and is hereby, appropriated, and the commissioners under the said act of April [1], 1863, are directed to pay the same to the Agricultural College of Pennsylvania, to be expended in the purchase of lands for experimental farms.

SEC. 3. The interest and income of the entire residue of the proceeds of the said lands be, and are hereby, appropriated, and the commissioners under the said act are also hereby directed to pay the same, as it shall accrue, to the Agricultural College of Pennsylvania, for the endowment, support, and maintenance thereof, on condition that the trustees establish, conduct, and maintain in connection with the college three experimental farms; one near the college, under the immediate supervision of the professor of agriculture in the institution, another east, and the other west, upon lands of diversified quality, under the immediate supervision, respectively, of an assistant professor of agriculture. (February 19, 1867.)

Laws, 1872, No. 31: SECTION 1. The surveyor-general be, and is hereby, authorized and directed to sell all the present bonds held by him in trust for the agricultural college land-scrip fund and pay the proceeds of the sale of the same to the State treasurer for the use of the sinking-fund commissioners.

SEC. 2. The governor, auditor-general, and State treasurer are authorized to issue a registered bond of this Commonwealth for the sum of \$500,000, payable to the agricultural college land-scrip fund of Pennsylvania, after fifty years from February 1, 1872, with interest on the same at the rate of 6 per cent per annum, to be paid semiannually on the 1st of February and August of each year, and deliver the said bond to the State treasurer for the uses and purposes declared by law.

SEC. 3. It shall be the duty of the State treasurer to hold said bond in trust for the agricultural college land-scrip fund of Pennsylvania and to pay the interest accruing thereon semiannually to the Agricultural College of Pennsylvania according to the several acts of assembly in relation thereto.

SEC. 4. The board of commissioners for the sale of agricultural college land scrip be, and the same is hereby, abolished, and the surveyor-general is directed to place in the hands of the State treasurer the book of accounts and vouchers relating to the agricultural college land-scrip fund now in his custody. (April 3, 1872.)

Laws, 1878, No. 219: SECTION 1. [Appropriates \$80,000 to pay off mortgage on the property of the Agricultural College of Pennsylvania.]

SEC. 3. The State treasurer shall not disburse any of the moneys herein appropriated until satisfactory proof has been made to him that the following reductions have been made in the salaries of all officers and employees in said institution, namely, 10 per cent on all salaries between \$900 and \$1,500 and 15 per cent on all salaries over \$1,500. (June 12, 1878.)

Laws, 1887, No. 56: SECTION 1. The trustees of the said the Pennsylvania State College, are hereby authorized to sell the farms commonly known as the eastern and western experimental farms, or either of them, at the highest price at which they can be sold, at public or private sale, as a whole or in parcels, after at least sixty days' notice of such sale being given weekly in two of the newspapers published in the county where such farm is located. The proceeds of such sale shall be paid by said trustees into the State treasury, with satisfactory evidence to the governor and treasurer that such sale was conducted in good faith, according to the requirements of this act, and shall there be held as a special fund, to be invested in the bonds of the State, or otherwise, the interest on which, at 6 per cent per annum, shall be paid by the State treasurer, in equal quarterly installments, on the 1st day of January, April, July, and October in each and every year, to the said trustees of the State College, to be used by them for the sole and exclusive purpose of maintaining a mechanical workshop and chemical laboratories, and of conducting educational and scientific experiments on the experimental farm located at the State College, and laboratory tests and investigations connected therewith, and the principal of said proceeds is hereby inviolably appropriated and set apart as and for the uses herein prescribed: *Provided*, That before any portion of the income thereof shall be paid to the said trustees they shall execute and file with the secretary of the Commonwealth an agreement to expend the whole of such income in the manner and for the purposes herein designated, and shall annually make to the governor a full statement of their income and expenditures under this head: *And provided further*, That nothing contained in this act shall be construed to release the said trustees from the obligation to maintain a well-equipped experimental farm near the college, as now required by law, or to impair or modify any other obligation or agreement now existing between the State of Pennsylvania and said State College, except as herein expressly provided. (May 13, 1887.)

Laws, 1887, No. 223: SECTION 1. [Appropriates \$68,000 for buildings, \$22,500 for apparatus, books, and equipment, and \$9,500 for repairs, etc.]

SEC. 2. [Appropriates \$3,000 per annum for four years for the agricultural experiment station.] (June 3, 1887.)

Laws, 1889, No. 52: SECTION 1. The assent of the Commonwealth of Pennsylvania is hereby given to the said act of Congress approved March 8 [2], 1887, with all its provisions and conditions, and the Pennsylvania State College is hereby designated as the proper institution, under the provisions of said act of February 19, 1867 [of the legislature of Pennsylvania], to receive all appropriations made or to be made by Congress for the purpose of carrying into effect said act or any supplement or supplements thereto. (April 25, 1889.)

Laws, 1889, No. 312: SECTION 1. [Appropriates \$95,500 for buildings, \$18,700 for apparatus and equipment, and \$12,300 for repairs, etc.] (May 25, 1889.)

Laws, 1891, No. 67: SECTION 1. The assent of the Commonwealth of Pennsylvania is hereby given to said act of Congress approved August 30, 1890, with all its provisions and conditions, and the Pennsylvania State College is hereby designated as the proper institution, under the provisions of said act of February 19, 1867 [of the legislature of Pennsylvania], to receive all appropriations made or to be made by Congress for the purpose of carrying into effect said act or any supplement or supplements thereto.

SEC. 2. The State treasurer is hereby authorized and directed to record in his office the receipt of any and all appropriations received from the United States under said act of Congress, and to transfer the same immediately to the treasurer of the Pennsylvania State College, as required by said act approved August 30, 1890.

SEC. 3. All acts and parts of acts inconsistent herewith be, and the same are hereby, repealed, and the secretary of the Commonwealth is hereby directed to forward one certified copy of this act to the Secretary of the Treasury of the United States and one to the United States Secretary of the Interior. (May 20, 1891.)

Laws, 1891, No. 291: [Appropriates \$114,500 for buildings, \$19,000 for apparatus and equipment, and \$17,000 for repairs, etc.] (June 19, 1891.)

Laws, 1893, No. 243: [Appropriates \$33,000 for maintenance, \$37,500 for equipment, and \$20,220 for repairs, etc.] (June 3, 1893.)

Laws, 1893, No. 239: SECTION 1. The secretary of the State board of agriculture shall be ex officio a member of the board of agriculture and of the board of trustees of the Pennsylvania State College. (June 2, 1893.)

Laws, 1895, No. 440: [Appropriates \$110,006.73 for buildings, \$52,000 for maintenance, \$20,500 for apparatus and equipment, and \$29,755.50 for repairs, etc.] (July 3, 1895.)

Laws, 1897, No. 353: [Appropriates \$63,200 for maintenance, \$13,250 for apparatus and equipment, and \$10,832.50 for repairs, etc.] (July 22, 1897.)

Laws, 1899, No. 319: [Appropriates \$39,250 for maintenance, \$12,000 for fuel, and \$4,051.90 for insurance.] (May 13, 1899.)

Laws, 1901, No. 503: [Appropriates \$15,000 for fuel, \$58,750 for maintenance, \$10,707.74 for repairs, etc., and \$500 for furniture.] (July 18, 1901.)

Laws, 1903, No. 432: [Appropriates \$151,805.55.] (May 15, 1903.)

RHODE ISLAND.

Acts and resolves, January session, 1863, Public resolution No. 2: *Resolved, the senate concurring with the house in the passage hereof*, That the general assembly of the State of Rhode Island does hereby express its acceptance in behalf of the State of the benefit of the provisions of Chapter CXXX of the Statutes of the United States passed at the second session of the Thirty-seventh Congress and approved July 2, 1862, donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts upon the terms and conditions in the said act contained and set forth, and that the faith of the State be, and is hereby, pledged to the United States that upon the receipt of the scrip provided to be issued under the said act of Congress it will faithfully apply the proceeds thereof to the objects and in the manner prescribed by this act.

Resolved, That his excellency the governor be, and he hereby is, requested to notify the President of the United States without delay of the accepting by the legislature of this State of the donation of scrip for 120,000 acres of the public lands of the United States (that quantity being 30,000 acres for each Senator and Representative in Congress from this State), made by the provisions of Chapter CXXX of the Statutes of the United States approved July 2, 1862, * * * upon the terms and conditions in the said act contained and set forth, and to furnish at the same time a copy of said notification to the Secretary of the Interior.

Resolved, That his excellency the governor be, and he hereby is, fully authorized and empowered by himself or his order to receive from the Secretary of the Interior or any other person authorized to issue the same the land scrip to which this State is entitled under the provisions of Chapter CXXX of the Statutes of the United States, passed at the second session of the Thirty-seventh Congress and approved July 2, 1862, * * * and to hold the said scrip subject to the future order of this general assembly. [By a resolution passed at this same session Brown University was made the beneficiary of the land-scrip fund and remained so until 1894.]

Acts and Resolves, January session, 1887, Resolve No. 18: The State of Rhode Island hereby assents to and accepts the provisions and purposes of the act passed by the Forty-ninth Congress of the United States and approved March 3 [2], 1887, entitled, etc. (March 31, 1887.)

Acts and Resolves, January session, 1888, chapter 706: SECTION 1. The sum of \$5,000 is hereby appropriated to be paid out of the treasury for the purpose of establishing a State agricultural school.

SEC. 2. The governor shall, with the advice and consent of the senate, appoint a board of five managers, who shall be practical agriculturists. One member of said board shall be appointed from each county, who shall manage and control the State agricultural school. The members of said board first appointed shall hold their offices one for one year, one for two years, one for three years, one for four years, and one for five years, and until their successors shall be qualified to act. In every year hereafter there shall be one member of said board appointed for the term of five years. In case of a vacancy in said board such vacancy shall be filled, if the general assembly be in session, by the governor, with the advice and consent of the senate; if not in session, by the governor until the next session of the general assembly, when, as soon as may be, an appointment shall be made by the governor, with the advice and consent of the senate, to fill such vacancy, and the person so appointed shall hold his office for the remainder of the unexpired term.

SEC. 3. The said board of managers shall establish a system of government for said school, and shall make all necessary rules and regulations for receiving students and giving instruction on agricultural and kindred subjects. They may establish rates of tuition. They shall appoint such officers, teachers, and employees as shall be necessary, and prescribe their duties and fix their compensation. They shall report annually to the general assembly at the January session.

SEC. 4. Any sum which shall be received by the State by virtue of any act of Congress for the promotion of agriculture shall be appropriated to the use of said board for the purpose for which said sum is appropriated. (March 23, 1888.)

Public Laws, January session, 1892, chapter 1078: SECTION 1. The present board of managers of the State agricultural school and their successors, for the terms for which they have been or for which they hereafter may be appointed or elected as such managers, are hereby declared to be a body politic and corporate for the purpose of continuing and maintaining said State agricultural school as a college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, as provided in the act of the Congress of the United States approved July 2, 1862, * * * and for the purpose of continuing and maintaining an agricultural experiment station as a department of said college under and in accordance with and to carry out the purposes of the act of Congress approved March 2, 1887, * * * by the name of Rhode Island College of Agriculture and Mechanic Arts, with all the powers and privileges and subject to all the duties and liabilities set forth in chapter 152 of the Public Statutes and in any acts in amendment thereof or in addition thereto.

SEC. 2. Said college and experiment station shall, until otherwise ordered, be located in the town of South Kingstown, upon the estate now occupied by said State agricultural school and experiment station. And all moneys hereafter received under said act of Congress approved March 2, 1887, and under the act of Congress approved August 30, 1890, * * * and all other moneys which shall be received by the State for the promotion of agriculture or the mechanic arts under or by virtue of any act of Congress shall, as and when received, be paid over to the treasurer for the time being of said college corporation, to be used and applied and accounted for by the managers and officers of said corporation for the time being, as required by the several acts of Congress under which the same are received. And the managers and officers of said corporation shall perform all the duties and make and publish, distribute and render all bulletins and reports required by said acts of Congress or by any acts in amendment thereof or supple-

mentary thereto, and shall also report to the general assembly annually at its January session.

SEC. 3. The said members of the present board of managers of the State agricultural school are hereby created and declared to be the board of managers of said college corporation, and their respective terms of office shall expire at the same times as they would have expired under the provisions of said act, chapter 706, to which this act is in amendment. And all future members of said board of managers of said college corporation and all future vacancies in said board shall be appointed and filled in the manner provided by section 2 of said chapter 706, except that the words "who shall be practical agriculturists," in said section 2, are hereby repealed; and every future member of said board shall be a domiciled inhabitant of the same county as was the retiring member of the board whose place he is appointed to fill.

SEC. 4. Said board of managers shall annually elect one of their own number to be president of the board, who shall also be president of the corporation, and shall continue in office until his successor is elected. They shall also from time to time appoint a treasurer and a clerk, who shall also be officers of the corporation, and who may be, but need not necessarily be, the same person or members of the board, and who shall hold their respective offices at the pleasure of the board. The treasurer before entering upon his office shall give bond to the State for the faithful discharge of his duties, in form to be approved by the attorney-general, in a penal sum to be fixed by the said board of managers, and with surety or sureties to be approved by the governor, such bond to be filed and to be kept on file in the office of the secretary of state, and which bond shall be renewed whenever required by the board of managers or by the governor. And the treasurer shall make a full detailed report annually to the general assembly at its January session of all his receipts and expenditures, properly audited by the board of managers or a committee thereof.

SEC. 5. Said board of managers shall have the general care and management of said estate in South Kingstown and of said college and experiment station, and may employ such professors, teachers, and other persons in and about the same, and prescribe their duties and fix their compensation, and from time to time make rules and regulations for their government, and may also make by-laws, rules, and regulations to govern their own meetings and proceedings. Said board of managers shall from time to time appoint the faculty of said college; and such faculty shall from time to time arrange the courses of study, conforming to said acts of Congress in this behalf, and prescribe such qualifications for admission of students, and such rules of study, exercise, discipline, and government as they shall deem proper; they may also grant academical degrees and diplomas appropriate to the courses of study to those students of good moral character who shall have pursued the prescribed courses and passed satisfactory examinations. (May 19, 1892.)

[From 1893 to 1899, both inclusive, the general assembly appropriated annually \$10,000 to the college of agriculture and mechanic arts. An act passed May 24, 1899, provides: "The sum of \$15,000 is hereby annually appropriated for the purpose of defraying the expenses of said college corporation, the same to be expended under the direction of the managers and officers of said corporation for the time being."]

SOUTH CAROLINA.

Constitution (1895), Article XI: SEC. 8. The general assembly may provide for the maintenance of Clemson Agricultural College, * * * as now established by law, and may create scholarships therein. The proceeds realized from the land scrip given by the act of Congress passed July 2, 1862, for the support of an agricultural college, and any lands or funds which have heretofore been or may hereafter be given or appropriated for educational purposes by the Congress of the United States, shall be applied as directed in the acts appropriating the same: *Provided*, That the general assembly shall, as soon as practicable, wholly separate Claflin College from Claflin University and provide for a separate corps of professors and instructors therein, representation to be given to men and women of the negro race: and it shall be the Colored Normal, Industrial, Agricultural, and Mechanical College of this State.

[The following matter is taken from Code of Laws of South Carolina, 1902. 2 vols., Columbia, S. C., 1902.]

SEC. 1293. There shall be established within this State a normal, industrial, agricultural, and mechanical college for the higher education of the colored youth

of the State, and the said college shall be known as the "Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina."

The Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina shall be a branch of the State University, but shall be under the management and control of a separate board of trustees, composed of seven members, six of whom shall be elected by the general assembly, whose term of office shall be six years. But the general assembly shall at its present session elect two of said trustees for two years, two for four years, and two for six years, so that two of them shall go out of office every two years. The governor of the State shall be ex officio the seventh member of said board of trustees. (March 3, 1896.)

SEC. 1294. The board of trustees of the Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina are hereby fully authorized and empowered to take charge of, manage, and control all of the real and personal property belonging to Claffin College, in whosoever hands or custody the same may be now or hereafter found, and shall hold the same in trust for the benefit and uses of the said Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina. (March 3, 1896.)

SEC. 1295. The board of trustees of the Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina shall have, and are hereby given, full and ample power to do and to perform any and all acts whatsoever necessary to effect a complete and final separation of the interests of the State from those of Claffin University, and, if found necessary to protect or promote the interests of the State, the authority here given shall authorize said trustees to sell, purchase, or exchange real estate.

The Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina shall have all the rights and privileges possessed by Claffin College, and be entitled to receive all the funds set apart for the support of Claffin College under the acts of the general assembly of this State, and the said college shall forever be and remain free and separate from Claffin University and all other colleges, schools, or other institutions which are wholly or in part under the direction or control of any church or religious or sectarian denomination or society. (March 3, 1896.)

SEC. 1296. The board of trustees of the Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina are authorized and empowered to provide all necessary suitable buildings upon a proper site for the purpose, to establish a course of study covering the normal, industrial, agricultural, and mechanical sciences and provide the necessary appliances for proper instruction in the same, and to select a proper corps of professors and instructors and fix their salaries. The principal or president and corps of instructors shall be of the negro race. (March 3, 1896.)

SEC. 1297. A majority of the board of trustees shall be necessary for the transaction of any business. (March 3, 1896.)

SEC. 1298. One-half of the fund known as the "land-scrip fund," to wit, \$95,900, shall be for the benefit of the Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina, and shall be a perpetual fund, which shall forever remain undiminished, and the board of trustees are authorized to use the income thereon, to wit, 6 per cent per annum, payable semiannually, from July 1, 1889, for the use and maintenance of said college.

SEC. 1299. All sums which shall be received by the State from the United States Government under the provisions of the act of Congress approved August 30, 1890, * * * shall be equally divided between the Colored Normal, Industrial, Agricultural, and Mechanical College and the Clemson Agricultural College, to be applied to the purposes specified in said acts. (December 24, 1890.)

SEC. 1300. The Hon. Thomas G. Clemson having departed this life on April 6, 1888, leaving of force his last will and testament, which was duly admitted to probate on April 29, 1888, in the office of the judge of probate for the county of Oconee, in the State of South Carolina, wherein he devised and bequeathed to his executor * * * a tract of land situate on Seneca River, in Oconee County, in said State, containing 814 acres, more or less, known as the Fort Hill plantation, as well as all his other property, both real and personal, except certain legacies in the said will mentioned and provided for, all in trust to convey to the State of South Carolina when the said State shall accept the same for the purpose of establishing and maintaining an agricultural college upon the aforesaid Fort Hill plantation upon the terms and conditions of said will, the State of South Carolina hereby expressly declares that it accepts the devise and bequest of Thomas G. Clemson subject to the terms and conditions set forth in his said last will and testament, and the treasurer of the State is hereby authorized and empowered to receive and securely hold the said property, both real and personal, and to exe-

cute all necessary papers and receipts therefor as soon as the said executor shall convey and transfer the said devise and bequest to the said State. (November 27, 1889.)

SEC. 1301. The deed and transfer of said property to the State having been duly executed and made by the said executor, in accordance with the provisions of said will, an agricultural and mechanical college is hereby established in connection with the aforesaid devise and bequest, to be styled "The Clemson Agricultural College of South Carolina," and situated at Fort Hill, in Oconee County, on the plantation so devised, in which college shall be taught all branches of study pertaining to practical and scientific agriculture and other industries connected therewith, and such other studies as are not inconsistent with the terms of the said will. (November 27, 1889.)

SEC. 1302. The said college shall be under the management and control of a board of thirteen trustees, composed of the seven members nominated by said will and their successors and six members to be elected by the legislature in joint assembly. (November 27, 1889.)

Three of the trustees elected in 1898 shall serve for the term of two years, and three of said trustees shall serve for the term of four years, from the commencement of their terms and until their successors shall be elected, and the said six trustees, immediately after their election, shall cast lots to determine which three of said trustees shall serve for the term of two years and which three shall serve for the term of four years. Hereafter every two years the general assembly shall elect in joint assembly three trustees for said college, who shall serve for the term of four years and until their successors shall be elected and shall qualify. (February 16, 1898.)

The board of trustees shall elect one of their number to be president, and elect a secretary and fix his salary. They shall organize the college and put it in operation as soon as practicable after the passage of this act, shall prescribe the course of study, shall declare the professorships, elect the professors, of whom the number shall not exceed ten, and define their duties and fix their salaries, and make all rules and regulations for the government of the college. They may employ such superintendent, head workman, laborers for the farm, shops, and grounds as may be necessary, and fix their compensation. They shall charge each student a tuition fee at \$40 per annum: *Provided, however*, The board of trustees of said Clemson Agricultural College may grant free tuition to such competent and deserving youths of this State as may be unable to pay the same, and the said board of trustees shall prescribe such rules and regulations as may be proper to confine the enjoyment of this privilege to those whose necessities require it. (November 27, 1889, and March 2, 1897.)

SEC. 1303. The said board of trustees is hereby declared to be a body politic and corporate under the name and style of the Clemson Agricultural College of South Carolina. They shall have a corporate seal, which they may change at their discretion, and in their corporate name they may contract for, purchase, and hold property for the purposes of this article, and may take any property or money given or conveyed by deed, devise, or bequest of [to] said college, and hold the same for its use and benefit: *Provided*, That the conditions of such gift or conveyance shall in no case be inconsistent with the purposes of this chapter, and shall incur no obligation on the part of the State. They shall securely invest all funds and keep all property which may come into their possession, and may sell any of the personal property not subject to the trust, and reinvest the same in such way as they may deem best for the interest of said college. They may sue and be sued, plead and be impleaded, in their corporate name, and may do all things necessary to carry out the provisions of this chapter, and may make by-laws for this purpose if they deem it necessary. (November 27, 1889.)

SEC. 1304. It shall require a two-thirds vote of the said board of trustees to authorize the expenditure of any moneys appropriated to the said college by the State, or to authorize the sale or transfer or reinvestment of any property or moneys arising from the sale of any property under the provisions of this chapter. (November 27, 1889.)

SEC. 1305. It shall be the duty of said board of trustees to make to the legislature an annual report of the college and of all farming operations and tests and experiments, and of all receipts and expenditures, with a statement of the condition of the property and funds of said college, and of all receipts and expenditures of money appropriated thereto by the State. (November 27, 1889.)

SEC. 1306. The State treasurer shall securely invest and reinvest the funds now in his hands and such as may hereafter come into his hands, derived from the Clemson bequest, in such manner as shall be directed by the governor, the comptroller-general, and the treasurer of the State, or any two of them. He is hereby

authorized to collect the interest annually upon all investments made of funds of the Clemson bequest, and pay the same over to the treasurer of the board of trustees of Clemson Agricultural College. It shall be his duty, under the direction of the governor, the comptroller-general, and the treasurer of the State, or any two of them, to enforce the collection of the principal or interest due on any investments made of such Clemson bequest. (December 23, 1890.)

SEC. 1307. The State treasurer is hereby authorized and empowered to collect by suit or otherwise, or to sell and convert into money, all the evidences of indebtedness now held by him, and which was turned over to him as a part of the Clemson bequest, and that when he shall have received the money on same, that he invest the same in Brown consols bearing interest at 6 per cent per annum. When said funds are invested in said Brown consols, as provided for in this section, then the State treasurer shall issue a certificate of State stock in a sum equal to the value of said Brown consols, bearing interest at the rate of 6 per cent per annum, payable semiannually to the board of trustees of the Clemson Agricultural College, to be held as a perpetual fund, the capital of which shall forever remain undiminished, the interest on same to be used by said board of trustees for the uses of said Clemson Agricultural College, and when the said State stock is so issued, he do then cancel the said Brown consols in the place of which the said State stock was issued. (December 22, 1891.)

SEC. 1308. One-half of the land-scrip fund heretofore vested by section 1045 of the general statutes (1882) in the board of trustees of the University of South Carolina is hereby vested in the six members of the board of trustees of the Clemson Agricultural College of South Carolina, elected by the general assembly, and the State treasurer is authorized and required to issue a certificate of State stock in the sum of \$95,900, bearing interest at the rate of 6 per cent per annum, payable semiannually to the said six members of the said board of trustees, to be held as a permanent fund, the capital of which shall forever remain undiminished, the income of said fund to be used by said board of trustees for the building and maintenance of the said Clemson Agricultural College in accordance with the purposes for which the said land scrip was donated by the act of Congress in relation thereto. (December 23, 1889.)

SEC. 1309. The annual grant of \$15,000, commonly known as the Hatch bill fund, made to the State of South Carolina by the Congress of the United States, according to the terms of an act of Congress * * * approved March 2, 1887, shall be, and hereby is, withdrawn from the control of the board of trustees of the University of South Carolina, in whom it was vested by an act * * * approved December 22, 1887, and the said grant of \$15,000 is hereby vested in the six members of the board of trustees of the Clemson Agricultural College of South Carolina chosen by the general assembly, and an agricultural experiment station shall be established in connection with the said Clemson Agricultural College and under the direction of the board of trustees thereof, to be supported by said grant according to the provisions of the act of Congress hereinbefore mentioned. (December 23, 1889.)

SEC. 1310. The department of agriculture of this State, as heretofore constituted and provided for by law, is abolished, and also the office of commissioner of agriculture for this State. (December 24, 1890.)

SEC. 1311. All the powers, duties, rights and privileges heretofore vested in and exercised by the commissioner of agriculture and the department of agriculture of this State are hereby vested in and devolved upon the board of trustees of the Clemson Agricultural College of South Carolina, except that said board shall not have any rights, powers, or privileges in reference to or in connection with the management and control of the rights and interests of the State in the phosphate rock or phosphatic deposits in the navigable streams and marshes thereof. (December 24, 1890.)

SEC. 1312. For the purpose of carrying out the duties hereby devolved upon them, the said board of trustees shall meet at the call of the governor, and at such time and place as he may designate. They shall receive no compensation, but shall be allowed their actual expenses for not exceeding two meetings in one year while engaged in the duties of the board imposed upon them by this article. (March 6, 1899.)

SEC. 1313. The duties and powers of the said board of trustees are as follows:

1. They shall regulate the returns of such county agricultural societies as may be chartered by the State, prescribe the forms of such return, and furnish all blanks necessary for securing uniform and reliable statistics of their operations.
2. They shall issue to the several county auditors of the State, blanks with complete instructions for the collection of agricultural statistics and information.

The auditors shall promptly return such blanks to the board, filled in accordance with such instructions.

3. They shall investigate all subjects relating to the improvement of the agricultural interests of the State, the inducement of immigration thereto, and the introduction of foreign capital therein, as they may deem expedient.

4. They shall have the right to promulgate and enforce rules and regulations for the guidance of the veterinarian of said college or his assistant, if one shall be appointed, in the treatment of horses, mules, cattle, hogs, or other live stock affected with any dangerous or contagious disease.

5. The said board shall have the power to adopt rules and regulations consistent with the laws of this State and of the United States, to prevent the introduction into this State of any live stock that is affected with any contagious disease, the tendency of which is to cause the death of said live stock.

6. They shall have power, in case of contagious disease among any kind of stock or animals, either to establish rules of quarantine or to have the infected animals killed and burned.

7. Said board, or a committee thereof appointed by them, shall supervise and enforce the execution of all laws respecting the sale of commercial fertilizers and seeds within the State, and any other duties by this chapter devolved upon them.

8. They shall appoint a special inspector or inspectors of fertilizers, and such other persons as they may deem necessary for carrying out the duties of the department of agriculture hereby devolved upon them, and fix their compensation.

9. They shall collect samples of any commercial fertilizers offered for sale in this State, and cause the same to be analyzed. Such samples must be taken from at least 10 per cent of the lot analyzed.

10. They shall prepare and keep in their department books of registry, in which any person may cause to be entered any tract or lot of land which he may desire to sell, stating the terms of sale. And such person may file also any plat or other descriptive paper relating to such lands as he may think proper. They shall also keep books in which shall be entered the names of persons desiring employment as laborers. The registry fee for each tract of land, or for each person seeking employment, shall be \$1. The books shall be open to inspection free of charge.

11. They shall communicate and cooperate with the Commissioner [Secretary] of Agriculture of the United States, and shall receive from him seeds, plants, documents, and information, and shall distribute the same as may seem to the best advantage.

12. They shall have power to hold agricultural conventions composed of delegates from each county in the State, to be apportioned to each county and elected in such manner as the board may provide; and to conduct farmers' institutes at such times and places as may appear expedient; and they are authorized to use such parts of the funds under their control as may be necessary to meet the expense of conducting such conventions and institutes, but no compensation, per diem, or mileage shall be paid to the delegates of such conventions.

SEC. 1314. The Clemson Agricultural College of South Carolina is hereby authorized and empowered to construct, maintain, and operate a railroad between the Clemson Agricultural College of South Carolina and Calhoun station, on the line of the Atlanta and Charlotte Air Line Railway, with all the rights, powers, duties, and privileges that are conferred and imposed by the laws of the State upon railroad companies. The said Clemson Agricultural College of South Carolina, for the purpose of the construction of said railroad, shall be entitled to all the rights and privileges (and be subject to all the liabilities of railroad corporations) embraced in what is called the "general railroad law" and acts amendatory thereof, as well as any acts now existing or hereafter to be passed regulating the duties, privileges, and rights of railroad companies. (February 19, 1900.)

SEC. 1315. After construction of said railroad the said Clemson Agricultural College of South Carolina, for the purpose of operating the same, is empowered to lease, in any lawful manner, the said railroad to any railroad company upon such terms as may be mutually agreed upon, or may enter into any agreement with any railroad company for the operation of the same. (February 19, 1900.)

SEC. 1316. The said Clemson Agricultural College of South Carolina is authorized to construct and maintain tramways, macadam roads, electric roads, and such other highways within the incorporation as the board of trustees may deem expedient for the improvement and development of the corporation, and to this end shall have all the powers, privileges, and rights conferred by sections 1314 and 1315. (February 19, 1900.)

SEC. 1317. The veterinarian of said college shall have the right to visit any section of this State where contagious diseases among animals is [are] believed to

exist and shall determine, under the rules and regulations of said board, whether such affected animals are worthy of remedial treatment or should be destroyed. It shall not be lawful for any person or persons to hinder or obstruct said veterinarian or his assistant in the enjoyment of the rights given by this section or in the discharge of the duties prescribed by the next succeeding section. (February 19, 1901.)

SEC. 1318. When two or more reputable citizens of any county in this State shall notify said veterinarian that any animals in their county are affected with a contagious disease the tendency of which is to cause the death of such animals, he shall investigate the same or cause an investigation thereof to be made; and for such purpose he or his assistant shall have the right to go upon any premises on which such affected animals are or where they are supposed to be. Said veterinarian shall have the right to treat such affected animals at the expense of the owner or owners of the same or shall have the right to cause the same destroyed under such rules and regulations as may be prescribed by the said board. No compensation shall be paid to the owner or owners of any animals destroyed under the provisions of this section. The necessary expenses incurred by the veterinarian or his assistant in the discharge of the duties prescribed in this chapter shall be paid from the funds of Clemson College. (February 19, 1901.)

SEC. 1319. All the privilege tax on fertilizers heretofore required to be paid to the commissioner of agriculture shall in the future be paid to the treasurer of the State, subject to the order of the board of trustees of the Clemson Agricultural College of South Carolina; and so much of the money so received as shall be necessary to defray the expenses of the board in performing the duties now by this chapter devolved upon them shall be thus used, and the balance shall go to the said college for its erection and maintenance. (December 24, 1890.)

SEC. 1320. A municipal corporation is hereby created known as Clemson College, the limits of which shall consist of all the lands belonging to the said college and cover all the territory included in a circle formed with the college building as a center with a radius of 5 miles, thus making the diameter of the circle 10 miles, within which boundaries the jurisdiction of the college shall extend. No dispensary shall ever be located at Calhoun. (December 24, 1894; February 20, 1901.)

SEC. 1321. (1) The board of trustees of Clemson College and their successors in office shall have perpetual control and direct the affairs of said corporation. (2) The said board, by a majority vote, shall have the power, and it is made their duty, to recommend a suitable person as police magistrate, who shall be commissioned by the governor, and who shall exercise all the powers of a magistrate and of a city recorder in punishing offenses against the law or against the ordinances of the said board of trustees; but said magistrate shall not have jurisdiction in Pickens County. The said board of trustees shall have authority, and it shall be their duty, to make such rules for the maintenance of order and provide such punishments within the jurisdiction of a magistrate by fine or imprisonment, or both, as will keep the territory within their jurisdiction free from nuisances and enforce the police regulations of the State. (December 24, 1894; February 20, 1901.)

SEC. 1322. The board of trustees of the Clemson Agricultural College are authorized and empowered to make such by-laws as they deem proper to license or prohibit the sale of goods, wares, and merchandise of any kind whatever on the grounds belonging to the said college as are not repugnant to the laws of the State. (December 24, 1892.)

SEC. 1323. The said board shall have authority to appoint one or more special constables, who shall exercise all the power of a State constable or of a municipal policeman to enforce obedience to its ordinances and to the laws of the State. (December 24, 1894.)

SEC. 1324. Nothing contained in sections 1320, 1321, and 1322 shall give said board of trustees the right to levy or to collect any tax. (December 24, 1894.)

SEC. 1325. A report of all their proceedings under this chapter shall be made annually by the board to the general assembly. (December 23, 1879.)

Laws, 1902, No. 545: SECTION 1. On and after the approval of this act by the governor the authorities of Clemson Agricultural and Mechanical College are hereby authorized and required to detail one of its scientific agriculturists to pay frequent visits to the coast section of the State, and to examine the soils, present methods of cultivation, fertilization, irrigation, etc., and to make practical tests, on some selected section, of sea-island cotton, rice, and truck farms, with various varieties of seeds, and to follow the same up carefully during the preparation of the land, planting of seed, and cultivation and harvesting of same, and also to examine into the diseases of cotton, rice, truck, etc., which have caused much trouble and loss in that section.

SEC. 2. It shall be the duty of the planters and farmers of the section so visited

to render hearty assistance and cooperation in every way in their power to the gentleman detailed under the provisions of section 1 of this act. (February 25, 1902.)

LAWS, 1903, No. 16: SECTION 1. On or before April 1, 1901, and every two years thereafter, the board of trustees of Clemson College shall designate three members of the said board, who shall constitute and be known as the State board of entomology, and who shall be charged especially with the execution of the provisions of this act.

SEC. 2. The said board is hereby authorized and empowered to make such rules and establish such regulations consistent with the laws of this State and of the United States for the government of the inspection, certification, sale, transportation, and introduction of trees, plants, shrubs, cuttings, buds, vines, bulbs, or roots that the said board may deem necessary or advisable to prevent the introduction or dissemination of destructive insects and plant diseases.

SEC. 3. The said board shall have power to appoint an entomologist, who shall be a skilled horticulturist, and an assistant entomologist, if in their judgment it shall be impracticable for the entomologist so to be appointed to discharge the duties hereby devolved upon him; and such entomologist shall act as an inspector under the provisions of this act. And it shall be the duty of said board to promulgate rules and regulations in accordance with this act for the guidance of said entomologist and his assistant, if one shall be appointed, in the duties devolving upon him under the provisions hereof.

SEC. 4. The said board shall fix the salary of said entomologist and of his assistant, if one shall be appointed; the said salary shall be paid out of the funds now provided by law for the uses of Clemson College. And, in addition to said salaries, such expenses as the said board may allow for traveling and other incidental expenses of the entomologist and his assistant, and the issuing of reports or other publications, shall be paid out of the funds provided for the uses of Clemson College. (February 23, 1903. The remaining sections describe the duties and powers of the entomologist.)

SOUTH DAKOTA.

Constitution (1889), Article VIII: SECTION 1. The stability of a republican form of government depending on the morality and intelligence of the people it shall be the duty of the legislature to establish, and maintain a general and uniform system of public schools, wherein tuition shall be without charge and equally open to all, and to adopt all suitable means to secure to the people the advantages and opportunities of education.

SEC. 7. All lands, money, or other property donated, granted, or received from the United States or any other source for a university, agricultural college, normal schools, or other educational or charitable institution or purpose, and the proceeds of all such lands and other property so received from any source shall be and remain perpetual funds, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and applied to the specific objects of the original grants or gifts. The principal of every such fund may be increased, but shall never be diminished, and the interest and income only shall be used. Every such fund shall be deemed a trust fund held by the State, and the State shall make good all losses therefrom that shall in any manner occur.

SEC. 11. The moneys of the permanent school and other educational funds shall be invested only in first mortgages upon good improved farm lands within this State, as hereinafter provided, or in bonds of school corporations within the State, or in bonds of the United States or of the State of South Dakota. The legislature shall provide by law the method of determining the amounts of said funds which shall be invested from time to time in such classes of securities, respectively, taking care to secure continuous investments as far as possible.

* * * * *

SEC. 13. All losses to the permanent school or other educational funds of this State which shall have been occasioned by the defalcation, negligence, mismanagement, or fraud of the agents or officers controlling and managing the same shall be audited by the proper authorities of the State. The amount so audited shall be a permanent funded debt against the State in favor of the fund sustaining the loss, upon which not less than 6 per cent of annual interest shall be paid. * * *

Article XIV: SEC. 3 [as amended 1896]. The State university, the agricultural college, the normal schools, and all other educational institutions that may be sus-

tained, either wholly or in part, by the State shall be under the control of a board of five members appointed by the governor and confirmed by the senate, under such rules and restrictions as the legislature shall provide. The legislature may increase the number of members to nine.

Laws of the Territory of Dakota, 1881, chapter 3: SECTION 1 [as amended March 9, 1883]. An agricultural college for the Territory of Dakota is hereby located and established at the city of Brookings, Brookings County. The building for said college shall be erected and constructed upon the land now owned by the Territory within the limits of said city of Brookings. The purpose of said college shall be the instruction of persons, both male and female, in such branches as may be prescribed by the board of regents hereinafter provided for.

Ibid., 1883, chapter 3: SECTION 1. For the purpose of providing a fund to erect and construct an agricultural college the Territorial treasurer is hereby authorized and empowered, and it is made his duty, to prepare for issue \$25,000 of Territorial bonds. Said bonds shall be dated on the day of the execution and delivery thereof, shall be due in twenty years from and after their date, and shall be payable at the option of the Territory at any time after ten years from their date. Said bonds shall bear interest at the rate of 5 per cent per annum. * * *

SEC. 4. For the purpose of the prompt payment of the principal and interest of the bonds herein provided for, there shall be levied annually by the Territorial board of equalization at the time the other taxes are levied, and collected in the same manner as other Territorial taxes are collected, such a tax as shall be sufficient to pay such interest and the exchange thereon; and after nine years from the date of said bonds, if no other provision shall have been made for the payment of the principal of the same, the said board of equalization, or any other officer or officers then empowered to perform the duties now performed by said Territorial board of equalization, shall levy such sinking-fund tax annually as shall be sufficient to retire and pay said bonds at their maturity. * * *

SEC. 9. The total cost of said agricultural college building, including fixtures, shall not exceed \$20,000.

SEC. 18. That part of the Territory of Dakota in which the agricultural college is situated shall, on the division of the Territory, assume all debts incurred and then existing on account of the erection, construction, and equipment of said agricultural college and agricultural college farm. (February 27, 1883.)

Ibid., 1885, chapter 22: SEC. 3. For the purpose of providing funds to finish the agricultural college at Brookings, Dak., and build a boarding house, and furnish the same, and put in steam heating, the Territorial treasurer is hereby authorized and empowered, and it is made his duty, to prepare for issue \$20,000 of Territorial bonds.

SEC. 4. Said bonds shall be dated on the day of the execution and delivery thereof, shall be due in twenty years from and after their date, and shall be payable at the option of the Territory at any time after ten years from their date. Said bonds shall bear interest at the rate of 6 per cent per annum. * * *

SEC. 7. [Provides for tax levy similar to that provided in Laws, 1883, chapter 3, sec. 4.]

Ibid., 1887, chapter 4: SECTION 1. For the purpose of providing funds to purchase an experimental farm, farm buildings, live stock, and to erect and furnish building for assembly hall, workshops, laboratory, and dormitory for young men, for the Dakota Agricultural College and Experimental Station at Brookings, Dak., the Territorial treasurer is hereby authorized and empowered, and it is made his duty, to prepare for issue \$54,000 of Territorial bonds, in denominations of \$500 each, running for a term of twenty years, bearing interest not to exceed 5 per cent per annum. * * *

SEC. 3. [Provides for a tax levy similar to that provided in Laws, 1883, chapter 3, sec. 4.]

SEC. 9. The cost of the building for shops, laboratory, and dormitory for young men, including furnishing with necessary furniture and steam heating, shall not exceed the sum of \$30,000. The cost of the farm lands for the experimental station shall not exceed the sum of \$25 per acre, and they shall be adjacent to the lands already owned by the Territory, and comprising said agricultural college farm: *And provided further*, That whenever the funds arising from the sale of the Congressional grant of lands for the Dakota Agricultural College shall become available the Territory shall be reimbursed therefrom for all funds invested in said experimental farm lands, together with the interest thereon, from the date of the issue of said bonds. (March 10, 1887.)

Ibid., 1887, chapter 6: SECTION 7. The agricultural college established by chapter 3 of the session laws of 1881 shall be known by the name of the Dakota Agricultural College. The design of the institution is to afford practical instruction in

agriculture and the natural sciences connected therewith, and also the sciences which bear directly upon all industrial arts and pursuits. The course of instruction shall embrace the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed, political, rural, and household economy, horticulture, moral philosophy, history, bookkeeping, and especially the application of science and the mechanic arts to practical agriculture in the field.

SEC. 8. A full course of study in the institution shall embrace not less than four years, and the college year shall consist of not less than nine calendar months, which may be divided into terms by the board of regents as in their judgment will best secure the objects for which the college was founded.

SEC. 9. The board of regents shall fix the salaries of the president, teachers, instructors, and other employees, and prescribe their respective duties. The board may remove the president or subordinate officers and supply all vacancies.

SEC. 10. The faculty shall consist of the president, teachers, and instructors, and shall pass all needful rules and regulations for the government and discipline of the college, regulating the routine of labor, study, meals, and the duties and exercises and all such rules and regulations as are necessary to the preservation of morals, decorum, and health.

SEC. 11. The president shall be chief executive officer of the agricultural college, and it shall be his duty to see that all rules and regulations are executed, and the subordinate officers and employees, not members of the faculty, shall be under his direction and supervision.

SEC. 12. The president of the college and the president of the board of regents shall constitute a committee to fix the rate of wages to be allowed to students for labor on the farm or in the shops or kitchen of the agricultural college.

SEC. 13. The faculty shall make an annual report to the board of regents on or before the first Monday in December of each year, showing the condition of the school and farm and the results of farm experiments, and containing such recommendations as the welfare of the institution in their opinion demands.

SEC. 17. There is hereby established an agricultural experiment station in connection with the Agricultural College of Dakota, and under the direction of the board of regents of said college, for the purpose of conducting experiments in agriculture, according to the terms of section 1 of an act of Congress approved March 3 [2], 1887. * * *

SEC. 18. The assent of the legislature of Dakota is hereby given in pursuance of the requirements of section 9 of said act of Congress approved March 3 [2], 1887, to the grant of money therein made and to the establishing of an experiment station in accordance with section 1 of said last-mentioned act, and assent is hereby given to carry out all and singular the provisions of said act. (March 11, 1887.)

Laws of South Dakota, 1891, chapter 38: SECTION 1. The name of the agricultural college at Brookings, S. Dak., is hereby changed from the Agricultural College of Dakota to the Agricultural College of South Dakota. (March 5, 1891.)

Ibid., 1891, chapter 3: SECTION 1. The Congressional grants of money for the further endowment and maintenance of agricultural colleges, known as the Morrill Act, and approved August 30, 1890, be accepted for the Agricultural College of South Dakota under the conditions and limitations of that act, and the treasurer of the board having control of the agricultural college is designated as the proper person to whom such funds are to be paid by the United States authorities, said treasurer giving good and sufficient bonds for the safe custody of said funds. (March 7, 1891.)

Ibid., 1897, chapter 58: SECTION 1. As soon as practicable after the passage of this act and before March 1, 1897, the governor, by and with the consent of the senate, shall appoint five persons of probity and wisdom from among the best and the best-known citizens, residents of different portions of the State, none of whom shall reside in the counties in which any of the State educational institutions are located, who shall constitute a board to be designated the regents of education: *Provided*, That in all appointments to the regency of education the persons selected shall be of the different political parties existing at the time such appointments are made.

SEC. 2. One of the persons so appointed shall hold office until January 1, 1899, and two until January 1, 1901, and two until January 1, 1903, as the governor shall indicate in his nomination, and all full appointments at and after the expiration of any of these terms shall be for six years, it being the intention of this act that all expirations of these terms shall occur on the 1st day of January of each odd or legislative year, or as soon thereafter as their successors are chosen and qualified:

Provided, That all full appointments thereafter must be made before the 1st day of February of the regular biennial legislative year.

SEC. 3. In case a regent of education shall die, resign, remove from the State, or for any other reason vacate his office, or become permanently disqualified from performing its duties, the governor of the State shall fill the vacancy by suitable and prompt appointment, and such appointee shall be clothed with full authority as a regent, but his term of service shall cease and expire with the next legislative session unless sooner confirmed by the senate. But the governor shall not have power to fill any vacancies caused by the refusal of the senate to confirm, nor vacancies caused by his own neglect to nominate to the senate in time for confirmation.

SEC. 4. Immediately upon the appointment and confirmation of the first five persons above named in section 1 of this act the governor shall summon them to assemble forthwith at the capital of the State, whereupon each shall take an oath before a proper officer to support the Constitution of the United States and of this State, and to perform his duties as a regent of education to the best of his ability.

As soon as they are thus properly qualified they shall organize by electing one of their number president and by the election of a secretary. Thus qualified and organized they shall have authority to make such rules as are necessary for their own government as a board, and they shall immediately assume the exclusive control and management of all the educational institutions which are maintained either wholly or in part by the State, and at once, thereupon the terms of office and all authority of all boards or persons, of whatsoever name, heretofore charged with this duty, shall cease and expire.

All persons subsequently appointed as regents shall each subscribe to a like oath of office before taking their seats, and all oaths of office of the regents of education shall be duly filed with the secretary of state.

SEC. 5. To facilitate their work the regents of education shall have power to appoint, of their own members, such committees as seem desirable, but they shall appoint a standing committee of regents for each institution under their control, whose chairman may be charged by them and under their rules with certain executive duties in connection with the institution for which he was appointed and which may need attention during the interim of board meetings. They are also empowered to employ a competent stenographer and bookkeeper.

SEC. 6. The regents of education shall hold two regular meetings each year—one to be known as the annual meeting and one as the semiannual meeting—at such stated times as shall best subserve the interests of the institutions under their control. Extra meetings may also be held in case of weighty emergency on the call of the president or by joint request of a majority of the members, due and reasonable notice always being given. Three regents shall constitute a quorum for doing business, but two may adjourn from day to day.

SEC. 7. The failure of any regent to attend two successive regular meetings, as herein provided, may be construed by the governor as a resignation, and he may proceed to fill the vacancy unless such absences were on account of temporary disabling sickness or other equally valid reason accepted by the regents at their next meeting.

SEC. 8. The regents of education, qualified and organized as prescribed in section 4 of this act, shall become, and they and their successors in office shall continue to be, a legal corporation or body corporate with power to sue and be sued, to hold and manage fully, for the purposes for which these educational institutions were established, any property belonging to said institutions, collectively or severally, or of which they shall in any manner become possessed; and all previous boards and persons having had custody of said property or control of said institutions shall at once turn over the same, together with all papers, records, contracts, or other archives belonging to said institutions, to the said regents of education.

SEC. 9. The regents of education as a corporation shall have power to make contracts for service, for the erection of buildings, and for the purchase of all lands, materials, and supplies needed, and in the carrying out of such contracts they shall have power to expend moneys, to exact and collect penalties, and to purchase or sell property within the limitations of State and national law: *Provided*, That all contracts for the erection or repairs of buildings or for the purchase of fuel or other ordinary supplies exceeding in value \$300 shall be by means of publicly advertised competing bids and by public letting: *And provided further*, That no regent shall be directly or indirectly pecuniarily interested in any such contract.

And said regents of education, as a board, may bring suit in the proper court having jurisdiction, in the name of the regents of education, to enforce any con-

tract made by them as such board, and may also bring suit in all matters relating to such property, or to the care, custody, control, management, or improvement thereof. And it is hereby made the duty of the attorney-general to prosecute any such suit upon the request of said board. Any moneys collected upon any judgment obtained under the provisions of this act shall be paid into the State treasury for the benefit of the educational institutions and credited to the proper fund or funds.

Any regent is authorized to administer oaths and examine witnesses whenever necessary in the performance of the duties of the board.

This act is intended to confer, and does confer, upon the regents of education all powers usually exercised by such boards and which are necessary to the proper legal management of the educational institutions placed under their control and the property belonging to the same.

SEC. 10. The regents of education, in their capacity as a board and for the purpose of exercising proper control over those institutions of learning which are placed in their care, shall have full power to employ or dismiss all members of the faculties of instruction of said institutions, all assistants, foremen, secretaries, laborers, or other agents necessary to the proper management of the institutions; to determine their number, their qualifications, define their duties, fix the period or term of their employment, and the rate and manner of their compensation: *Provided*, That no person shall be employed or dismissed by reason of any sectarian or political opinions held.

SEC. 11. The regents of education shall have full power to authorize for the institutions under their control such departments and courses of study as they may think best, to determine what text-books shall be used, what requirements for the admission and graduation of students shall be maintained, what rules shall be enacted and enforced for the government of students; and said regents shall have power to make all other rules and regulations for the wise and successful current management of the schools under their control. And, further, they are hereby empowered to delegate provisionally any of the authority given in this section to the presidents, deans, principals, or faculties of instruction of said schools as in the judgment of said regents may be proper or as may be in accordance with the usual custom in such cases.

SEC. 12. The regents of education shall fix all rates of tuition and of other fees to be paid by students, but such rates must be the same in all the different institutions. They may receive free of tuition two students appointed by each State senator and one by each representative of the State legislature in any one of the institutions under their control: *Provided*, That the period for which such appointment was made shall expire with the term of office of the said senator or representative: *And provided*, That such appointees shall be residents of the district or county whose senator or representative makes the appointment: *And provided further*, That such appointees shall comply with all the rules and requirements of the institution which they desire to enter. No student, however, shall receive any other gratuity whatever.

SEC. 13. The regents of education are hereby expressly forbidden to continue or to create chairs, departments, laboratories, libraries, or other equipment in multiplication, except where the obvious needs of the special work of the schools make such multiplication necessary. In all things the regents are to administer the schools in such a manner as to enable each one of them to do in the best manner its own specific work, but all with a view to the strictest economy and so as to unify and harmonize the entire work of all the schools under their control.

SEC. 14. The regents of education are authorized to confer all scholastic honors and degrees usually granted by such boards; but all degrees, diplomas, and certificates of graduation shall be issued and conferred in their name and by their express authority. In conferring degrees the regents shall conform as nearly as may be to the best and most reputable current practice in such matters. Students shall be graduated from any one of these institutions by the regents of education upon recommendation of the appropriate faculty of that institution. A certificate of graduation from a full course in any one of the normal schools or from the State University, provided the graduate of the university has taken a course in pedagogy as given in that institution, shall be a license valid for five years to teach in any of the public schools of this State.

SEC. 15. The United States agricultural experiment station for South Dakota, being by national law a department of and under the direction of the agricultural college, shall be under the exclusive control of the regents of education, just as other departments and institutions are under their control.

SEC. 16. The regents of education are authorized to encourage and provide for

farmers' institutes to be conducted by members of the agricultural college faculty, or by anyone else designated by said regents, and the said regents are likewise authorized to encourage and as far as possible provide for any other form of university extension work which is feasible and of value to the people.

SEC. 17. All officers of the board shall be elected for one year, and the election, except in case of vacancies, shall be held at the annual meeting.

SEC. 18. The regents of education shall receive no compensation for their services, but each shall be paid \$5 per day for every day's service to cover his actual expenses, and this per diem shall be paid upon their itemized and properly certified vouchers from the State treasury upon the warrant of the auditor of state: *Provided*, That any regent serving from the Black Hills region shall receive \$25 extra for attendance upon any meeting east of the Missouri River, but not exceeding \$50 for any one fiscal year: *And provided*, That the entire sum paid for any one year to said regents of education shall not exceed \$1,000.

SEC. 19. In the general appropriation for State purposes the sum of \$2,600, or so much thereof as may be needed, shall be provided each year for the per diem of the regents of education, for the salary of their secretary and stenographer, and for such blanks, books, stationery, and postage as may be needed.

SEC. 20. The State treasurer shall be the treasurer of the regents of education, and he shall perform all the duties of such office, subject to such regulations as they may adopt not inconsistent with his other official duties, and he and his sureties shall be liable on his official bond for the faithful discharge of such duties. Said treasurer shall have authority to receive and receipt for all moneys arising from any source for the use of any of the educational institutions under the control of the said regents, and he shall keep such separate accounts of the several funds as they shall prescribe. All moneys received from rents of dormitories, tuition, or other fees authorized by the regents of education, or from articles, products, or materials sold by their authority, shall be collected by some person designated by said regents for each institution to make such collections, under proper bonds, and said person shall transmit to the State treasurer at the close of each calendar month all moneys thus received by him during that month; and no other person shall be permitted to collect or hold any money belonging to said institutions. Moneys received from the National Government under any of the various grants shall be payable to the State treasurer as treasurer of the regents of education, and shall be receipted for by him. All moneys received as interest on the National land-grant funds or from leases of the land granted to these institutions under the control of the regents of education shall be paid to the State treasurer, and shall be credited by him to the proper educational institutions. At once on receiving moneys from any source the State treasurer shall notify the secretary of the regents of education of the amount, the source from which received, and the fund to which credited.

SEC. 21. There is annually and perpetually appropriated to the regents of education for the exclusive and legal use of the educational institutions under their control all moneys received from their endowment land grant as interest or rent, all local collections from fees of any kind or from rents or sales authorized, all United States money grants of any kind, all moneys derived from any source to be used by the regents of education for the proper and legal maintenance of the institutions under their control.

SEC. 22. No expenditures shall be made except by express authority of the regents of education first obtained, and no indebtedness shall ever be permitted or incurred except against funds already available for such purpose, and no expenditure from any fund shall, under any circumstances, be made except for the legal purpose for which said fund exists and for the institution to which it belongs. The method in detail of making expenditures, purchases, etc., except so far as they are specified by section 10 of this act, shall be left to the discretion of the regents of education.

SEC. 23. Whenever a properly audited and authenticated voucher of the regents of education is presented to the auditor of State, it shall be his duty to transmit promptly to the office of secretary of the regents of education his warrant for a corresponding sum on the State treasurer, unless said voucher shall overdraw the fund from which it is made payable.

SEC. 24. The regents of education shall, on or before the 15th day of December previous to each biennial session of the legislature, prepare and present to the governor of the State, for his use and for the use of the legislature, a full detailed report of all their doings for the preceding two years, with a statement of the work and the condition financially and educationally of all the institutions under their control, with such recommendations as they may desire to make, and with detailed estimates for legislative aid, if in their judgment any is needed. They

shall also, by themselves or their authorized representative, attend upon the session of the legislature whenever required so to do by a committee of either house. They shall also prepare, or cause to be prepared and transmitted at proper times, all reports required of them by the United States laws. (March 5, 1897.)

TENNESSEE.

[The following matter is taken from the Annotated Code of Tennessee, by R. T. Shannon, Nashville, Tenn., 1893.]

SEC. 352. The act of Congress of the United States, * * * approved July 2, 1862, and subsequent acts, * * * and especially all the conditions set forth in the fifth section thereof, and numbered first, second, third, fourth, fifth, and sixth, are accepted by the State of Tennessee upon the conditions prescribed. (Laws of 1865 and 1867-68.)

[The act of February 1, 1868, provides for the sale of the land scrip received by the State and for the investment of the proceeds in 6 per cent interest-bearing bonds of the State.]

SEC. 353. The proceeds of the sale of the agricultural scrip appropriated by Congress for the establishment of an institution of learning devoted to agricultural and the mechanic arts are appropriated to the University of Tennessee, upon the restrictions and conditions mentioned in this article. (Laws of 1868-69 and 1879.)

SEC. 354. The State of Tennessee assents to the conditions of an act of the United States Congress approved March 3 [2], 1887, * * * and authorizes the treasurer of the University of Tennessee to accept any grants of money authorized by that act in the State of Tennessee, and to give his official receipt for the same. (Laws of 1887.)

SEC. 355. Said grants of money to Tennessee shall, as a part of the agricultural fund, be committed to the trustees of the University of Tennessee, now in charge of the State experiment station, there to be applied as the said act of Congress directs, and all results and expenditures shall be reported in accordance with the provisions of the act making the grants which are hereby accepted. (Laws of 1887.)

SEC. 356. The State of Tennessee assents to the purpose of the act of the United States Congress approved August 30, 1890, * * * and empowers the treasurer of the University of Tennessee to accept the whole of said grants of money authorized by the said act to be paid in the State of Tennessee, and to give his official receipt for the same. (Laws of 1891.)

SEC. 357. Said grants of money to Tennessee shall, as a part of the endowment and support of the college for the benefit of agriculture and the mechanic arts, established by contract of this State with the trustees of the University of Tennessee, be committed to the trustees of the said university, in accordance with the requirements of the act of Congress making the grants, to be applied by them as the said act of Congress directs; and all results and expenditures shall be reported in accordance with the provisions of the act making the grants, all of which are hereby assented to and accepted for this State. (Laws of 1891.)

SEC. 358. It shall be the duty of the trustees of said university to establish an agricultural college so as to strictly conform to the Congressional enactment making the appropriation; and the fund hereby appropriated shall be used only according to the terms of the Congressional enactment making the appropriation to the State. (Laws of 1868-69.)

SEC. 359. As soon as the trustees of said university shall have completed buildings for the accommodation of 275 students, and shall have furnished the same with appropriate school furniture, and shall have provided suitable lands not less in extent than 200 acres, so that the whole property shall be worth, at a fair estimate of values, not less than \$125,000, it shall be lawful for the governor of the State to issue to the trustees of said university the bonds of the State in which the proceeds of the sale of the agricultural scrip have been invested. (Laws of 1868-69.)

SEC. 360. The secretary of state shall register the number and denominations of the bonds issued to the trustees of said university, and shall also cause the character of the issue to be indelibly printed upon the bonds, and shall retain a file of said numbers and denominations in his office. (Laws of 1868-69.)

SEC. 361. Two hundred and seventy-five students from the State of Tennessee shall at all times be entitled to receive free tuition in said university, the said students to be appointed by the several senators and representatives in the general assembly of the State, each senator being entitled to appoint two and each repre-

sentative three students, according to the population of the counties represented by them. (Laws of 1873 and 1879.)

SEC. 362. In order to secure more regularity in the appointment of State cadets in the University of Tennessee by senators and representatives, as provided by law, and to secure greater usefulness of their appointments to the State at large, it shall be the duty of the State superintendent, in the month of May in each year, to issue notice to the county and city superintendents of schools throughout the State, requiring them to hold public examinations of candidates for appointment in their respective counties or cities, and giving full and uniform directions with reference to the subject and method of such examinations. (Laws of 1879.)

SEC. 363. It shall be the duty of the county and city superintendents, on the receipt of such directions, to give due public notice thereof for not less than ten days, and in the month of June each shall proceed to hold such examination or examinations as may be necessary in his county or city, engaging, if necessary, the assistance of suitable persons, but without cost to the State; and on the conclusion of such examination, or within ten days thereafter, he shall transmit a list of the qualified candidates in their order of merit, as determined by the examinations, to the State superintendent of public instruction, who shall keep a roll of the names by counties and cities in his office. (Laws of 1879.)

SEC. 364. It shall be the duty of the State superintendent on the receipt of such list from any county or city superintendent to communicate the same to the senators or representatives thereof, with the number of vacancies in such appointments actually existing for the said county or city, which shall be ascertained from the roll of the university, and the said senators and representatives may then proceed to make their appointments from the said lists, notifying the same to the State superintendent, who shall keep a roll thereof in his office and communicate the same to the president of the university. (Laws of 1879.)

SEC. 365. If in any county or city the list of qualified candidates should not be sufficient for the appointment as now authorized by law, any senator or representative may make his appointment from any other county or city in which there may be a surplus of qualified candidates after the senator and representative or senators and representatives thereof shall have completed their appointments. (Laws of 1879.)

SEC. 366. If by the 10th day of August there shall still remain vacancies unfilled by senators or representatives, the president of the university shall be authorized to fill the same from the list of qualified candidates up to the number authorized by law: *Provided*, That such appointments by the president shall be for one year only, and in making the same preference shall be given to counties and cities whose quota has not been filled and to those persons therein who stood highest in the order of merit. (Laws of 1879.)

SEC. 367. In the event of a vacancy occurring in any of the aforesaid appointments in any county or city in which the list of qualified candidates has been exhausted it shall be the duty of the county or city superintendent, on the written request of any senator or representative of such county or city, to hold such examination as is herein provided for such applicant or applicants as may be recommended by the said senator or representative and to proceed therewith in the form and manner herein provided; but nothing herein shall be construed to limit or abridge the right of appointment by senators or representatives as authorized by law. (Laws of 1879.)

SEC. 368. The profits arising from crops on the agricultural farm shall be annually applied by the board of trustees toward paying the necessary expenses of students who are in indigent circumstances; and the trustees are required to carry on a farm under such regulations as they may prescribe, and to require all students who are physically able to labor on said farm, but not exceeding two hours each day, except in the way of punishment, should the trustees or faculty adopt such system of correction of the pupils. (Laws of 1868-69.)

SEC. 369. The governor of the State, the secretary of state, and the State superintendent of public instruction shall be ex officio members of the board of trustees of said university. (Laws of 1868-69.)

SEC. 370. The board of trustees of said university shall deposit with the secretary of state their bond, made payable to the State of Tennessee, with security, approved by the governor of the State and the comptroller of the State, in double the amount of the issue of said bonds to the trustees of said university, said bond to contain all the details of the Congressional enactment making the appropriation, and the legislative enactments accepting the same, and to bind said trustees to carry them into effect, all and singly. (Laws of 1868-69.)

SEC. 371. The board of trustees of the university, receiving its foundation and endowments by the munificence of the United States Government and that of the

State of Tennessee, shall always foster, encourage, and inculcate loyalty to both the State and National governments, as well in the general administration of the institution as in the discipline of the pupils; and the university shall not be controlled in the interest of any particular sect or religious denomination whatever. (Laws of 1868-69.)

SEC. 372. The trustees of this institution shall make and submit a report to the governor ten days before the general assembly convenes, giving the number of students, together with a detailed statement of the workings of the institution and of receipts and expenditures, and it shall be transmitted by him, along with his regular message, thereto; and they shall at the same time make secure the bond required by section 370 hereof. (Laws of 1868-69 and 1873.)

SEC. 372a. No citizen of this State, otherwise qualified, shall be excluded from the privileges of the university by reason of his race or color, but the accommodation and instruction of persons of color shall be separate from the white. (Laws of 1868-69.)

SEC. 373. The legislature reserves the right to control and manage said fund by whatever legislation may be deemed necessary for its protection and safety: *Provided*, No such legislation shall extend to the removal of said fund from the University of Tennessee so long as it shall comply with and observe the requirements of the act of Congress donating said fund. (Laws of 1868-69 and 1879.)

TEXAS.

[The following matter is taken from "Revised civil statutes of the State of Texas, adopted at the regular session of the twenty-fourth legislature, 1895." Austin, Tex., 1895.]

ART. 3860. The Agricultural and Mechanical College of Texas, established by an act of the legislature passed April 17, 1871, located in the county of Brazos, and by the constitution made and constituted a branch of the University of Texas, for instruction in agriculture, the mechanical arts, and the natural science connected therewith, shall be managed and controlled as herein provided.

ART. 3861. The leading object of this college shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts, in such manner as the legislature may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

ART. 3862 [as amended by act of March 9, 1899]. The government of the Agricultural and Mechanical College of Texas shall be vested in a board of eight directors (one of whom shall be the commissioner of agriculture, insurance, statistics, and history, as provided in article 2921, revised civil statutes, and whose tenure of office shall be governed by the act under which he is appointed), who shall reside in different portions of the State, who shall be appointed by the governor, by and with the advice and consent of the senate. The members of the present board shall continue to exercise their duties until the expiration of their respective terms.

ART. 3863 [as amended by act of March 9, 1899]. The board of directors shall be divided into classes, numbered one, two, three, and four, as determined by the governor; shall hold their office two, four, six, and eight years, respectively, from the date of their appointment and until their successors are appointed and qualified. Two members shall be appointed at each session of the legislature to supply the vacancies made by the provisions of this article and in the manner provided for in the preceding article, who shall hold their office for eight years, respectively.

ART. 3864. Should a vacancy occur in the said board by the death, resignation, or otherwise of any one of the directors so appointed, the governor shall fill the same by appointment, which shall continue until the term for which he was appointed shall expire.

ART. 3865. The governor shall be authorized to call said board together after their appointment, and said board shall at their first meeting elect from their number a president of the board, who shall thereafter be authorized to call said board together for the transaction of business whenever he deems it expedient, and a majority of said board shall constitute a quorum for the transaction of business.

ART. 3866 [as amended by act of March 9, 1899]. Said directors shall serve without compensation, but shall receive their actual expenses incurred in attending the meetings of the board or in the transaction of any business of the college imposed by said board.

ART. 3867. The secretary of state shall forward a certificate to each director within ten days after his appointment, notifying him of the fact of such appointment, and should any director so appointed and notified fail for ten days to give notice to the governor of his acceptance, his appointment shall be deemed void and his place filled as in case of vacancy.

ART. 3868. There shall be maintained and instructed at said college annually, free of charge to them, three students from each senatorial district in this State, one of whom shall be appointed by the senator of such district, and the other two by the representatives thereof. One-half of said students so appointed shall be compelled to take an agricultural and the other half a mechanical course of study, to be assigned thereto by the president of said college, and in order to pay their expenses the comptroller, on proper vouchers being filed in his office by the directors, is authorized to draw his warrant on the State treasurer against any appropriation made for that purpose.

ART. 3869. The board of directors shall, when necessary, appoint the president and professors of the college, and such other officers as from time to time they may think proper to keep the college in successful operation, and may, from time to time, abolish any office that is in their judgment unnecessary.

ART. 3870. Said board shall also from time to time make such by-laws, rules, and regulations for the government of said college as they may deem meet and proper for that purpose, and shall regulate the course of study, the rates of tuition, the manner of performing labor, and the kind of labor to be performed by the students of said college, and shall also prescribe the course of discipline necessary to enforce the faithful discharge of the duties of the professors, officers, and students.

ART. 3871. It shall be the duty of the board to have printed for the benefit of the people of the State and officers and students of the said college such by-laws, rules, and regulations as they are authorized by the preceding article to prescribe.

ART. 3872. The money arising from the sale of the 180,000 acres of land donated to this State by the United States under the provisions of an act of Congress passed on July 2, 1862, and an amended act of Congress of July 23, 1866, shall constitute a perpetual fund, under the conditions and restrictions imposed by the above-recited acts, for the benefit of said college, and the investment of the same, heretofore made in the bonds of the State, shall continue until the legislature shall by law direct it to be invested otherwise in furtherance of the interests of said college and in accordance with the terms on which it was received.

ART. 3873. The interest heretofore collected by the State board of education in accordance with the provisions of the act of August 21, 1876, due at the end of the fiscal year of 1876, on the bonds belonging to said Agricultural and Mechanical College and invested in 6 per cent State bonds, shall also constitute a part of the perpetual fund of said college until the legislature shall otherwise provide.

ART. 3874. It shall be the duty of the State board of education to collect the semi-annual interest on the bonds mentioned in the two preceding articles as the same becomes due, and place the same in the treasury of the State to the credit of said college fund.

ART. 3875. The interest on the bonds which were purchased with the proceeds of the said land scrip, and also the interest on the bonds in which the accrued interest of the said bonds was invested, as heretofore set out in this chapter, is set apart exclusively for the use of said college, and shall be drawn from the treasury by the board of directors on vouchers audited by said board or approved by the governor and attested by the secretary of the board.

ART. 3876. On such vouchers being filed with the comptroller, it shall be his duty to draw his warrant on the State treasurer for the same from time to time as the same may be needed to pay the directors, professors, and officers of the college.

ART. 3877. The agricultural and mechanical college for the benefit of colored youths, located in Waller County, as established by an act of the legislature approved August 14, 1876, shall be under the supervision and control of the board of directors of the agricultural and mechanical college located in Brazos County, and established by an act of the legislature passed April 17, 1871.

ART. 3878. The said board of directors shall in all respects have the same powers and perform the same duties in reference to the college named in the preceding article as they are clothed with in reference to the agricultural and mechanical college located in Brazos County.

ART. 3885. The normal school for colored teachers at Prairie View shall be under the control and supervision of the board of directors of the agricultural and mechanical college. (1879.)

ART. 3886 [as amended by act of June 6, 1899]. Said board of directors shall

admit one student from each senatorial district, who shall be appointed by the senator representing said district, and one student from each representative district, who shall be appointed by the member of the legislature representing said district: *Provided*, That where there are more than one representative in a district each representative of such district shall appoint one student, said students to be taken from the colored population of this State, which said students shall not be less than 16 years of age at the time of their admission: *Provided*, The said school shall hereafter be called and known as "Prairie View State Normal and Industrial College."

ART. 3887 [as amended by act of June 6, 1899]. Said board shall appoint a principal teacher and such assistant teacher or teachers of said school and such other officers of said school as may be necessary, and shall make such rules, by-laws, and regulations for the government of said school as they may deem necessary and proper, and shall regulate the course of study and the manner of performing labor to be performed by the students, and shall provide for the board and lodging and instruction to the students without pecuniary charge to them other than that each student shall be required to pay one-third of the cost of said board, lodging, and instruction quarterly in advance, and said board of directors shall regulate the course of discipline necessary to enforce the faithful discharge of the duties of all officers, teachers, students, and employees of said school, and shall have the same printed and circulated for the benefit of the people of the State and the officers, teachers, students, and employees of said school.

ART. 3888. The board of directors may provide for receiving such a number of students of both sexes as in the judgment of said board the school can best accommodate, and shall require all students admitted to said school to sign a written obligation (in a proper book kept for that purpose) binding said student to teach in the public free schools for the colored population of their respective districts at least one year next after their discharge from the normal school and as much longer than one year as the time of their connection with said normal school shall exceed one year, for which teaching said discharged student shall receive the same rate of compensation allowed other teachers of such schools with like qualifications.

ART. 3889. It shall be the duty of the comptroller of public accounts annually to set apart out of the interest accruing from the university fund, appropriated for the support of public free schools, the sum of \$3,000 for the support of said normal school and place said fund to the credit of said normal school, and the same may be drawn by the board of directors on vouchers audited by the board or approved by the governor and attested by the secretary, and on filing such vouchers the comptroller shall draw his warrant on the State treasury for the same from time to time as the same may be needed.

ART. 3890. The board shall make rules by which students can obtain certificates of qualification as teachers that will entitle them to teach without other or further examination.

Laws, 1889, chapter 58: SECTION 1. The State of Texas does hereby assent to the purposes of said grant [experiment station act of March 2, 1887] and designates the Agricultural and Mechanical College of Texas as such station. (April 3, 1889.)

Laws, 1891, chapter 40: SECTION 1. All moneys apportioned to the State of Texas under an act of [August 30, 1890] of the Fifty-first Congress of the United States, * * * shall be apportioned between the agricultural and mechanical college and the Prairie View State Normal School on the following basis, to wit: Three-fourths to the agricultural and mechanical college and one-fourth to the Prairie View State Normal School.

SEC. 2. L. S. Ross, president of the agricultural and mechanical college, or his successors in office are hereby authorized to receive and receipt for all moneys due and to become due to the agricultural and mechanical college and the Prairie View State Normal School, under the act of Congress aforesaid.

Laws, 1899, chapter 10: SECTION 1. The president and board of directors of the Agricultural and Mechanical College of Texas are hereby authorized and directed to employ an expert entomologist, one or more, as may be deemed necessary, whose duty it shall be to devise, if possible, means of destroying the Mexican boll weevil, boll worm, caterpillar, sharpshooter, chinch bug, peach bug, fly and worm, and other insect pests, and to perform the duties of professor of entomology in the Agricultural and Mechanical College of Texas.

SEC. 2. The sum of \$5,000 is hereby appropriated, out of any money in the State treasury not otherwise appropriated, for the purpose of putting this act into effect. (February 25, 1899.)

Laws, 1901, chapter 30: The sum of \$2,500 for the first year and \$1,800 for the second year is set apart and is hereby appropriated out of the general revenue for the inauguration and maintenance of a four-year college course of classical and

scientific studies at the Prairie View State Normal and Industrial College, to which graduates of the normal course shall be admitted without examination, and to which others may be admitted after having passed a satisfactory examination in the branches comprised in the normal course: *Provided*, That no State student shall be admitted to the privileges of the said course: *And provided further*, That the diploma conferred on the completion of the said course shall entitle the holder, without other or further examination, to teach in any of the colored public free schools of the State. (March 28, 1901.)

LAWS, 1903, chapter 54: SECTION 1. The board of directors of the Agricultural and Mechanical College of Texas is hereby directed and required to establish at and in connection with the said college a school or department for instruction in the theory and practical art of textile and kindred branches of industry, whose main purpose shall be to train students in the theory and practice of cotton manufacturing in all its branches from the raw cotton to the finished fabric.

SEC. 2. The said board of directors is hereby invested with full power and authority to erect the buildings, purchase the necessary machinery and equipment, and generally to do and perform all acts necessary to establish and maintain said school or department.

SEC. 3. The sum of \$50,000, or so much thereof as may be necessary, is hereby appropriated, out of any money in the treasury not otherwise appropriated, for the purpose of establishing such school or department. (In effect August 1, 1903.)

UTAH.

Constitution (1895), article 10: SECTION 1. The legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all children of the State and be free from sectarian control.

SEC. 2. The public school system shall include kindergarten schools; common schools, consisting of primary and grammar grades; high schools; an agricultural college; a university, and such other schools as the legislature may establish.

* * * * *

SEC. 4. The location and establishment by existing law of the University of Utah and the agricultural college are hereby confirmed, and all the rights, immunities, franchises, and endowments heretofore granted or conferred are hereby perpetuated unto said university and agricultural college, respectively.

SEC. 5. The proceeds of the sale of lands reserved by an act of Congress approved February 21, 1885, for the establishment of the University of Utah and of all the lands granted by an act of Congress approved July 16, 1894, shall constitute permanent funds, to be safely invested and held by the State; and the income thereof shall be used exclusively for the support and maintenance of the different institutions and colleges, respectively, in accordance with the requirements and conditions of said acts of Congress.

[The following matter is taken from The Revised Statutes of the State of Utah, in force January 1, 1898. Lincoln, Nebr., 1897.]

SEC. 2064. Members of the governing board of each State institution shall be appointed by the governor, with the advice and consent of the senate, except as in this title otherwise provided.

SEC. 2065. A vacancy in a governing board may occur by the expiration of a term, by death, by lawful removal from office, by the permanent departure of a member thereof from the State, by his incapacity to act, or by his resignation. Such vacancy, other than by the expiration of a term, shall be filled by the governor for the remainder of the term, with the advice and consent of the Senate if in session. If the senate is not in session the appointment shall be made and shall continue until the next regular session of the senate. Each member of the board shall hold until his successor shall be appointed and shall have qualified.

SEC. 2066. No member of the governing board of a State institution nor official or employee of such institution shall be pecuniarily interested, directly or indirectly, in any contract, business, or transaction entered into by or on behalf of the institution.

SEC. 2067. All general supplies for every State institution shall be contracted for by the year, except in cases where contracts for certain supplies can not be advantageously made. Notice shall be given and contracts let in the manner provided in the two succeeding sections.

SEC. 2068. Whenever the needs of a State institution demand a building to be repaired or erected or any work amounting to more than \$200 to be done, the gov-

erning board of such institution shall advertise for at least ten days in some newspaper published in this State, and having a general circulation herein, for sealed proposals for repairing or erecting such building or performing such work in accordance with plans and specifications to be had at the office of the board.

SEC. 2070. The proper pro rata of the biennial appropriation of a State institution may be drawn quarterly in advance from the State treasurer on a warrant of the State auditor. Warrants must be drawn by the State auditor in favor of the treasurer of the governing board of the institution. * * * To obtain such warrants the treasurer of the board * * * must present to the State auditor written authorization from the board.

SEC. 2071. The governing board of each State institution shall make biennially to the governor, on the 1st day of January preceding each regular session of the legislature, a detailed report showing a statement of its important official acts, the growth and condition of the institution, the report of the chief executive officer thereof, a list of officials and their salaries, and an estimate of the cash value of the real and personal property of the institution or of the State in connection therewith, together with an inventory of the same.

SEC. 2072. At such time, also, each governing board shall furnish to the governor and to the State auditor detailed accounts of its receipts and expenditures during the preceding two years ending December 31, as well as an itemized estimate of the income and requirements of the institution for the coming biennial period. Such accounts and estimates must be countersigned by the chief executive officer of the institution and by the secretary or clerk of the same, if there is one. If such officer or secretary shall fail to so countersign, he shall be liable to a fine of \$100.

SEC. 2073. The Agricultural College of Utah shall continue as now established [by act of March 8, 1888] and located at Logan, in the county of Cache.

SEC. 2074. The leading object of the college shall be to teach branches of learning related to agriculture and the mechanical arts and such other scientific and classical studies as may promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. (March 8, 1888.)

SEC. 2075. The government and control of the college shall be vested in a board of seven trustees. Four members of the board shall be appointed to serve for two years and three members for four years, as may be designated by the governor at the time of their appointments, such appointments to be made at the expiration of the respective terms of the present members; thereafter appointments shall be for the term of four years.

SEC. 2076. The board shall take charge of the general interests of the institution, and may sue and be sued in all matters concerning it. The board shall have power to enact by-laws and regulations for all concerns of the institution not inconsistent with the laws of the State; and likewise to appoint a president of the faculty, professors, and such other officers and employees as, in its judgment, may be necessary, to prescribe their duties, and to determine their salaries.

SEC. 2077. The board shall have kept an accurate record of its proceedings, which shall embrace copies of all contracts entered into, and a minute and accurate record of all expenditures, showing the amount paid, to whom paid, and for what service rendered, and materials purchased, and whether paid on account or in performance of contract; and for all payments made vouchers shall be taken.

SEC. 2078. The board shall have the general control and supervision of the college, of the farm pertaining thereto, and of such property as may be vested in the college by law, of all appropriations made by the State for the support of the same, and also of lands or personalty that may hereafter be donated by the State, or by the United States, or by any person or corporation, in trust for the promotion of agricultural and industrial pursuits.

SEC. 2079. The board shall elect one of its number president, and shall appoint a secretary and a treasurer.

SEC. 2080. The trustees and the treasurer shall qualify by taking the constitutional oath of office and by giving bonds, with sufficient sureties, to the State of Utah in the penal sum of \$1,000 each, conditioned for the faithful performance of the duties of their respective offices. Such bonds must be approved by and delivered to the secretary of state.

SEC. 2081. Each trustee shall receive as his compensation \$4 per diem for each meeting of the board at which he shall be present, payable out of any moneys appropriated for the use of the agricultural college, and he shall be allowed for traveling expenses mileage at the rate of 10 cents per mile, for one way only, for the distance necessarily traveled in attending the meetings of the board.

SEC. 2082. After the expiration of the terms of the present trustees there shall be allowed to members of the board no compensation for their time or services,

but their actual and necessary expenses incurred in the performance of their official duties, the account for which shall be verified on oath, shall be paid by the State treasurer on the warrant of the State auditor, out of any money in the treasury not otherwise appropriated.

SEC. 2083. The board shall establish in the college an adequate number of professorships of the sciences related to agriculture and the mechanical arts. Such professorships shall be filled by able and competent professors, aided by such assistants, tutors, and other instructors as shall from time to time be necessary.

SEC. 2084. The president of the trustees, the professors, and such assistants as may be designated by the board shall constitute the faculty of the college. The titles of such assistants shall be determined by the board. The president of the faculty shall be ex officio a member of the State board of education.

SEC. 2085. Any professor, instructor, officer, or employee of the college shall be removable at the pleasure of the board.

SEC. 2086. In the appointments of professors, instructors, and other officers and assistants of said college, and in prescribing the studies and exercises thereof, and in every part of the management and government thereof, no partiality or preference shall be shown by the board to one sect or religious denomination over another, nor shall anything sectarian be taught therein. Persons engaged in conducting, governing, managing, or controlling the college in any of its parts and its studies and exercises shall faithfully and impartially carry out the provisions of this section for the common good.

SEC. 2087. The course of instruction shall embrace the English language and literature, mathematics, engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed, technology, political, rural, and household economy, horticulture, moral philosophy, history, bookkeeping, and especially the application of science and the mechanical arts to practical agriculture.

SEC. 2088. A full course of study in the institution shall be of not less than four years. The board may institute a winter course of lectures for others than students of the institution, under necessary rules and regulations.

SEC. 2089. The academical year shall consist of not less than nine calendar months, and it may be divided into such terms by the board as in its judgment will best secure the objects for which the college was founded.

SEC. 2090. No student shall be admitted to the institution who shall not have attained the age of 15 years and who shall not have passed a satisfactory examination in arithmetic, geography, grammar, reading, spelling, and penmanship.

SEC. 2091. The board of trustees shall, with the advice of the faculty, prescribe the books to be used in the institution and confer for similar or equal attainments degrees and testimonials similar to those conferred by agricultural colleges elsewhere.

SEC. 2092. In connection with the college there shall be established an agricultural experiment station to conduct original researches into the physiology of plants and animals; the diseases to which they may be severally subject, with the remedies therefor; the chemical compositions of useful plants at different stages of growth; the comparative advantages of rotative croppings as pursued under a varying series of crops; the capacities of new plants or trees for acclimation in the State; the analysis of soils and waters; the chemical compositions of manures, natural and artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and values of grasses and forage plants; the compositions and digestibility of the different kinds of feed for domestic animals; the scientific and economic questions involved in the production of butter and cheese; the best methods of irrigation, with experiments designed to show the amount of water and number of waterings needed on different soils to produce the most abundant crops, and such other researches and experiments as bear directly on the agricultural industry of the State of Utah. The agricultural station shall be conducted in accordance with the provisions of an act of Congress passed March 2, 1887. * * *

SEC. 2093. The board shall take charge of the agricultural experiment station, purchase suitable lands, erect needed buildings, and appoint necessary officers and assistants to conduct the experiments mentioned in section 2092. It shall cause bulletins and reports of the work at such station to be published and mailed, as required in the act of Congress aforementioned.

SEC. 2094. The governor is hereby authorized to make application to the Secretary of the Treasury to obtain any appropriation made by Congress in pursuance of the act above mentioned or of other acts supplementary thereto. Whenever the college and agricultural experiment station shall be entitled to any money

under the aforesaid or a similar act, the board of trustees shall execute and file with the Secretary of the Treasury an agreement to expend the money received for the sole and exclusive purpose expressed in such act and in the manner therein directed and to maintain a farm of at least 25 acres in connection with the agricultural college. The board shall also execute and file with the said Secretary its bond, in the penal sum of \$15,000, with two sufficient sureties approved by the State auditor, conditioned for the faithful performance of the agreement.

SEC. 2095. The board of trustees, with the advice of the faculty of the college, are hereby authorized and required to hold institutes for the instruction of the citizens of the State in various branches of agriculture. Such an institute shall be held in each county at least once during each school year and at a particular time and place designated by the board and faculty. The board shall make rules and regulations for organizing and conducting the institutes, and it may employ an agent or agents to perform the requisite work in connection with the faculty of the college. Courses of instruction at the institutes shall be so arranged as to present to those in attendance the results of the most recent investigations in theoretical and practical agriculture.

SEC. 2096. It shall be the duty of those conducting institutes to encourage and assist in the organization of local agricultural societies. At the close of each season's institute work the board shall cause to be published in book or pamphlet form, for free distribution to the farmers of the State, an annual report of such work and of the leading papers presented to and of the discussions at the institute meetings of the State.

SEC. 2097. It shall be the duty of the professor in charge of the dairy department of the college to visit and inspect as many as possible of the cheese and butter factories of the State each year and make a report thereof, to be printed as provided in section 2096.

SEC. 2098. For the institute purposes here mentioned the board may use such sum as it may deem proper, not exceeding \$1,500 in any one year, and this amount is hereby annually appropriated for that purpose out of any money in the State treasury not otherwise appropriated.

Laws, 1899, chapter 29: SEC. 15. It shall be the duty of the Utah Art Institute, through its art lectureship committee, to prepare annually a course of lectures on subjects of art, which shall be delivered in whole or in part before the students of the agricultural college. * * * It shall be the duty of the art lectureship committee to advise with officers of State educational institutions and superintendents of public schools as to courses in drawing, design, and art, with a view to creating a stronger art influence in State educational institutions. (March 9, 1899.)

Laws, 1899, chapter 75: SECTION 1. The object of this act is the establishment and maintenance of a regular winter course of studies for students at the Agricultural College of Utah, which course shall include studies relating to agriculture and mechanical arts and such other scientific and classical studies as the board of trustees and faculty may prescribe, and the board of trustees is hereby empowered and directed to establish such course.

SEC. 2. The special year of this course shall consist of five calendar months, beginning on or about November 1 of each year. (March 16, 1899.)

Laws, 1903, chapter 41: SECTION 1. In order to investigate and demonstrate the conditions under which useful plants may be grown on the dry or arid or non-irrigated lands of the State of Utah, and to determine the kind of plants best adapted for growth on these lands, there shall be established five experimental farms or as many more as may be maintained by the appropriation designated in section 7.

SEC. 2. It shall be the duty of those having said experimental farms in charge to secure seeds from this and other countries of the world of plants that are thought suitable for growth on dry lands, and to observe and record the growth, yield, and composition of the plants grown from seed so secured; to investigate and determine the methods of soil treatment by which the soil water is best conserved; to investigate the possibilities of grazing on dry lands which have been seeded to different crops, and to undertake such other experiments and demonstrations as may be deemed advisable, having in view the reclamation of the dry or arid lands of the State.

SEC. 3. Not more than one of said experimental farms shall be located in one county. The said experimental farms shall be located in districts where there are large areas of dry land that may not in the near future be brought under irrigation, and the locations of said experimental farms shall be selected under the direction of the board of trustees of the Agricultural College of Utah.

SEC. 4. The actual work of experimentation and demonstration on said experi-

mental farms shall be under the direction of the agricultural experiment station of the State agricultural college. The officers of the said State experiment station, after having made selection of the location of the said experimental farms, are hereby authorized and required to proceed to carry out the provisions of this act.

SEC. 5. The State experiment station shall prepare and publish, or cause to be prepared and published, full and complete annual reports of the work accomplished on said experimental farms; an edition of not less than 6,000 copies shall be published annually and distributed free of charge to all State and county officials, newspapers, and interested citizens.

SEC. 6. These experimental farms shall be maintained for a period of not less than five years from the date of the passage of this act.

SEC. 7. For the purpose of carrying out the provisions of this act the sum of \$12,500 is hereby appropriated from any moneys in the State treasury not otherwise appropriated, and the State auditor shall draw his warrant on the State treasurer upon request in writing by the secretary of the board of trustees of the Agricultural College of Utah.

SEC. 8. Whenever the trustees of the agricultural college desire to establish an experimental farm in any county, they shall, as a condition precedent, apply to the commissioners of such county to provide them with the gratuitous use of the required lands for the time needed, and upon the commissioners furnishing a requisite lease on suitable land the said trustees may establish such farm. (March 6, 1903.)

VERMONT.

Acts and Resolves, 1862, joint resolution No. 46: The State of Vermont does hereby accept the benefits of an act passed by the Senate and House of Representatives of the United States of America in Congress assembled entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." approved July 2, 1862, and will observe and comply with all the requirements of said act. (October 29, 1862.)

Acts and Resolves, 1862, public act No. 17: SECTION 1. Homer E. Royce * * * and John B. Page * * * are hereby appointed agents in the name and behalf of the State of Vermont to obtain and receive from the United States Government all land scrip to which said State may become entitled under an act of the Congress of the United States approved July 2, 1862. * * *

SEC. 2. The aforesaid agents are hereby authorized and required to make such examination of the public lands as are subject to private entry, and procure such information in relation to the same as they may judge will be useful in the disposal and location of the scrip mentioned in the first section of this act, and they are authorized to sell or assign the same, or any part thereof, upon such terms and conditions as they shall deem will be most advantageous to this State: *Provided*, The governor of the State shall approve of all such sales or assignments.

SEC. 3. The agents appointed by this act shall hold their appointment for one year and until their successors shall be appointed, and before entering upon the duties of their appointment each shall give his bond with good and sufficient surety or sureties to the State of Vermont in the sum of \$50,000, the said bond to be approved by the governor and deposited with the secretary of state, and to be in such form as he shall direct and conditioned for the return to the treasury of the State of all scrip, money, or other securities obtained or received for the benefit of this State and for the faithful performance of all the duties of their office.

SEC. 4. Said agents shall make an annual report to the governor of the State of all their doings under this act.

SEC. 5. The governor of the State is hereby authorized to receive proposals for such donations of land, buildings, and funds as may be tendered from any part of the State, or from any person or persons, for the purpose of establishing a college according to the provisions of the act of Congress heretofore mentioned, and report the same to the next legislature.

* * * * *

SEC. 7. All moneys derived from the sale of said lands or scrip mentioned in section 2 of this act shall be invested by the treasurer of the State in safe stocks yielding not less than 5 per cent upon the par value of said stocks, and the interest of the fund created by said stocks shall be appropriated for the purposes declared

in the said act of Congress: *Provided*, That said investments shall always be made with the approval of the governor of the State. (December 1, 1862.)

Acts and Resolves, 1864, public act No. 96: SECTION 1. Justin S. Morrill [and 13 others named], their associates and successors, are hereby constituted a body corporate by the name of the Vermont Agricultural College, the leading object of which shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

* * * * *

SEC. 8. When the said college shall have been organized, located, and established, as and for the purposes specified in this act, there shall be appropriated and paid to its treasurer each year, on the warrant of the governor, the annual interest or income which may be received from the fund created under and by virtue of the act of Congress [of July 2, 1862] named in the seventh section of this act and the laws of this State accepting the provisions thereof and relating to the same. (November 22, 1864.)

Acts and Resolves, 1865, public act No. 83: SECTION 1. The University of Vermont and the Vermont Agricultural College, with such other corporations as may hereafter become united therewith, are hereby united and constituted a body corporate by the name of the "University of Vermont and State Agricultural College," for the purpose of carrying out the objects contemplated in their respective charters, and as such shall be and remain a body corporate forever, and as such may hold and convey real and personal estate, have a common seal, and have all the rights and powers incident to corporations.

SEC. 2. Each of the two institutions hereby united shall, on or before December 15 next, elect by ballot nine of their number, who, with their successors, shall thereafter constitute its board of trustees and likewise constitute a part of the board of trustees of the corporation hereby created, and the nine trustees of the said agricultural college so elected shall be divided by lot into three classes: The first class, consisting of three members, shall vacate their office at the end of two years from their election; the second class, consisting of three members, shall vacate their office at the end of four years from the time of their election, and the third class, consisting of three members, shall vacate their office at the end of six years from the time of their election; and it shall be the duty of the legislature, at its session next preceding the time of the expiration of the terms of office of said trustees, to elect persons to supply such vacancies, whose terms of office shall continue six years, and it shall be the duty of the said nine trustees of the University of Vermont to elect successors to fill any vacancy which may occur among their number, and all the trustees so elected as is hereinbefore provided shall, together with his excellency the governor of the State, and the president, who shall be ex officio a member, constitute an entire board of trustees of the corporation hereby created, who shall have the entire management and control of its property and affairs, and in all things relating thereto except in the elections to fill vacancies, as aforesaid, shall act together jointly as one entire board of trustees: *Provided*, That all future elections or appointments to said board of trustees shall be made with special reference to preventing any religious denominational preponderance in said board.

SEC. 3. Said board of trustees, a majority of whom may constitute a quorum for the transaction of business, may confer such honors and degrees as are usually given in colleges and universities and any other appropriate degrees, and may from time to time, as occasion may require, elect a president, also a secretary, treasurer, librarian, professors, instructors, and any other necessary officers, and prescribe their duties, salaries, and term of office, and may make all necessary by-laws and regulations for the government of themselves and others connected with the institution not inconsistent with the provisions of this act, and therein prescribe the terms of admission, rates of tuition, modes of study, and course of instruction, including any proper regulations for uniform, discipline, and military drill, as well as for experimental and practical instruction in the different branches of agricultural labor.

SEC. 4. Said board of trustees shall have the right to use, control, sell, or dispose of all the real estate and personal property now belonging to the University of Vermont, and belonging to any other institution at the time of its union, if such union shall be made with this corporation agreeably to this act, subject, however, to the payment of any debts of such institutions existing at the time of such union, and subject to any trusts, duties, and obligations connected therewith, and shall be entitled to receive and use, for the purposes aforesaid, the rents and uses of

any of the aforesaid lands, including the rents and uses of all such lands as have been heretofore reserved in any charter of land in this State for the use and benefit of any college, and may have the same rights in respect to said lands, and to any leases of the same, and to any rents arising therefrom that said institutions respectively now have, and may maintain suits in their own name, or in the name of such new corporation, to recover the same: *Provided*, That the right of all parties shall remain and the same defenses shall be had to such suits as if the same were brought in the name and as between the said original parties; and the corporation hereby created shall at all times assume, discharge, and perform all the debts, duties, trusts, and obligations which said several institutions were subject to at the time they became united in said new corporation by virtue of this act.

SEC. 5. There shall at all times be maintained in the institution hereby created such instruction in the various branches of learning as is contemplated in the several charters of each of the institutions hereby united, and more particularly including a four years' course of studies similar to such as are generally taught in other colleges, and not inferior to that recently taught in said University of Vermont, and in addition to that which is usually taught in other colleges the instruction in this institution shall include such enlarged facilities and extended scope and variety in the study of those branches which relate to military tactics, agriculture, and the mechanic arts as shall render the whole instruction in conformity with said act of Congress, as well as with the several charters aforesaid.

SEC. 6. Said trustees may, in their discretion, obtain by gift, grant, or otherwise, a tract of land which together with the land now owned by the University of Vermont shall amount to at least 100 acres, to be used as an experimental farm whereon they may make any desirable experiments in the breeding of stock, field culture, the analysis and adaptation of soils, and horticultural and botanical gardening, or either of them, as they may deem proper; and also for the purpose of military encampment, target firing, drill, and review; and said trustees may use, lease, or dispose of the same, as they may think proper, so as best to promote the objects of the institutions.

And in case said land shall be procured, as aforesaid, a sum not to exceed one-tenth of the money which has been received by the State treasurer for the sale of land scrip, in pursuance of the act of Congress authorizing the same, shall be paid to said board of trustees for the purposes aforesaid: *Provided*, That no agricultural labor shall be required of students except by their voluntary agreement or consent.

SEC. 7. Whenever this corporation shall have been duly organized there shall be appropriated and paid to its treasurer annually, for the purpose herein mentioned, on the warrant of the governor, the interest or the income which may be received from the fund created under and by virtue of the act of Congress.

SEC. 8. The corporation hereby created shall make annual reports to the legislature of this State of their condition, financially and otherwise, and make and distribute the reports required by the act of Congress herein referred to; and the legislature may annually appoint a board of visitors, who may annually examine the affairs of said corporation.

SEC. 9. The permanent location of the institution hereby created shall be in Burlington, in said State of Vermont, and the first meeting of the board of trustees shall be there held on November 15 next, at 7 o'clock p. m., or if such meeting shall not be held at that time it shall be held at such other time and place as the governor of this State may appoint, reasonable notice of said appointment having been first given to each of the trustees or corporators of the Vermont University and Vermont Agricultural College.

SEC. 10. The president and fellows of Middlebury College and the Norwich University, or either of them, may hereafter, with the assent and concurrence by vote of a majority of each of the nine trustees elected as aforesaid, and their successors, become incorporated and united with the corporation hereby created by vote of their said corporations at any meeting legally warned and holden, and by leaving for record in the office of the secretary of the State a true and attested copy of such vote or votes, and of all the proceedings of the meeting or meetings at which the votes aforesaid were passed, and causing the same to be recorded in said office.

SEC. 11. If at any time the corporation hereby created shall fail substantially to carry out the provisions and requirements of this act, the supreme court of this State may, at any stated session thereof, having first given due notice to said corporation, annul and vacate this charter, and in such case, or in case said corporation shall otherwise be dissolved, said supreme court may, on application, order and decree that the income thereafter to be derived from the proceeds of the sale of said land scrip, in the hands of the State treasurer as aforesaid, together with

such amount as may have been paid over by said treasurer for the purpose of an experimental farm, shall revert to said Vermont Agricultural College, and all the other property and effects which at the time of said union belonged to said other institution shall revert to and be the property of the other institution or institutions which shall have been united and incorporated by or in pursuance of this act, and in case more than one such other institution shall have been thus united, such other property shall revert to them separately, such specific property to each, as said court shall adjudge and decree, having reference in making such decree to what was originally owned or contributed by each: *Provided*, That in respect to any property or funds hereafter acquired by said new corporation, by gift, grant, bequest, or otherwise, the same shall be awarded and distributed to each of the institutions hereby incorporated or hereafter united, in such manner as said court shall deem just and equitable, having reference to the manner the same was acquired, and to any specific trusts or expressed intention of any donors made at the time the same was acquired. And for the purposes aforesaid, as well as for all other purposes, the said several corporations which shall have been united by virtue of this act shall be deemed and treated as having continued in life, and the several trustees which shall have been elected by each at the time they were united, and their successors, shall be deemed and treated to have been, since the time of their elections, the trustees of their respective institutions as well as trustees of the united corporation, and, as such trustees, may receive the property and effects which may revert to their respective corporations by such decree of court, and they and their successors whom they may thereafter appoint may continue and manage the affairs of their respective corporations thereafter in the same manner as the trustees of each might have done before they were united as aforesaid.

SEC. 12. This act shall take effect whenever the two corporations hereby united shall, at a meeting duly warned, vote to accept the same and to surrender and relinquish to the corporation hereby created all the property belonging to them, whether real or personal, and all the rents, profits, and income therefrom arising, including said proceeds from the sale of said land scrip, for the purpose and subject to all the rights, trusts, and conditions as in this act provided; and it shall be the duty of each of said corporations to cause a copy of the record of such votes, duly certified by the secretaries of their respective corporations, to be left for record and duly recorded in the office of the secretary of state; whereupon, by virtue of such votes, such property, rents, profits, and income shall become the property of the corporation hereby created for the purposes and subject to the rights, trusts, and conditions aforesaid, and said property, and the property hereafter acquired by the corporation hereby created, shall be subject to all the conditions, immunities, and exemptions now pertaining to the property held by said University of Vermont. (November 9, 1865.)

Acts and Resolves, 1866, public act No. 97: SECTION 1. The treasurer of the State is hereby directed to pay to the treasurer of the corporation of the University of Vermont and State Agricultural College, semiannually, on the 1st day of December and the 1st day of June, on the warrant of the auditor, countersigned by the governor, for the purpose mentioned in the act [of November 9, 1865, above] of which this is an amendment, the interest or income which may be received from the fund created under and by virtue of the act of Congress referred to in the said act of incorporation. (November 15, 1866.)

Acts and Resolves, 1878, public act No. 50: SECTION 1. Any ten or more male citizens of this State who shall claim that the University of Vermont and State Agricultural College has failed to carry out the provisions and requirements of its charter may commence proceedings to have the same inquired into and determined by the supreme court, by a written complaint addressed to the supreme court, which complaint shall be verified by the oath of one of said complainants, and said complainants shall enter a recognizance for the payment of costs to the defendant corporation in case costs shall be adjudged on failure of prosecution. Said complaint shall set forth substantially the particulars in which such alleged failure on the part of said corporation consists, which complaint may be presented to the supreme court whenever in session or to any judge of the supreme court at any time, which said court or judge may make all proper orders for the giving of notice of such complaint to said corporation; for the making of answer to such complaint; for taking the testimony, by deposition or otherwise; for the time and place of hearing the cause, and for all other matters necessary to bring such cause to issue, hearing, and determination in the supreme court at the earliest practicable day.

SEC. 2. Such judge or court may make such complaint returnable to any term of the supreme court, wherever sitting, and the court may transfer said cause

from county to county for the purpose of securing a more speedy hearing and determination thereof.

SEC. 3. The court in such case may make all necessary and proper orders for perfecting and carrying out its judgments and orders and may enforce its orders by execution and by process for contempt, and all questions of costs shall be in the discretion of the court. (November 26, 1878.)

Acts and Resolves, 1886, public act No. 73: SECTION 1. For the promotion of scientific and practical agriculture and for preventing frauds and adulterations in commercial fertilizers, foods, feeding stuffs, seeds, and commercial products there is hereby established a State agricultural experiment station in connection with and under the control of the University of Vermont and State Agricultural College. (November 24, 1886.)

Acts and Resolves, 1888, No. 260: SECTION 1. In pursuance of the objects set forth in the charter of the University of Vermont and State Agricultural College the auditor of accounts is hereby authorized and directed to draw his order on the State treasurer in favor of the treasurer of said University of Vermont and State Agricultural College (upon the warrant of the governor) semiannually on the 1st days of December and June [for] the sum of \$3,200 [\$3,000?] for the period of four years from December 1, 1888, at which date said first semiannual payment shall be made, until December 1, 1892, inclusive (of which sum of \$6,000 per annum, the sum of \$3,600 shall) be expended by the said the University of Vermont and State Agricultural College (in providing competent instruction in said institution in branches of learning related to the industrial arts, and the sum of \$2,400) in paying the tuition and incidental college charges of 30 students therein, one of whom shall be designated and appointed by each senator in the general assembly, such appointment to be made by such senator from his respective county, provided any suitable candidate shall apply therefor; otherwise, from any county in the State, and all vacancies in such appointments shall be filled by the senator who made the appointment vacated, or by his successor in office; said appointments to be made in the month of June preceding the commencement of the college course of the student so appointed, and whenever any such vacancy shall occur. * * *

SEC. 2. Whenever any senator from any county shall fail to make an original appointment or to fill any vacancy among such appointed students which he is authorized to make or fill by section 1 of this act, after one month's notice of his right so to do from the president of said University of Vermont and State Agricultural College, the trustees of that institution may make such appointment or fill such vacancy by appointment from that county if there are any applicants therefrom who shall pass the examination required by the rules of said institution, and if not, then from any county in the State. (November 27, 1888.)

Acts and Resolves, 1888, No. 163: The assent of the general assembly of the State of Vermont be, and hereby is, given to the purposes of the grants made in said act [of Congress of March 2, 1887], and the action hitherto taken by the trustees of the University of Vermont and State Agricultural College in organizing and conducting an agricultural experiment station in connection with the said University of Vermont and State Agricultural College is hereby ratified and confirmed, and the said trustees are hereby authorized to continue to conduct the said agricultural experiment station in accordance with the terms and conditions expressed in the act of Congress aforesaid.

Acts and Resolves, 1890, No. 78: SECTION 1. The assent of the general assembly of the State of Vermont be, and hereby is, given to the purposes of the grants of moneys authorized by said act of Congress approved August 30, 1890. (November 19, 1890.)

Acts and Resolves, 1892, No. 25: SECTION 1. [Repeats practically the provisions of section 1 of the act of November 27, 1888, appropriating \$6,000 per annum to the University of Vermont and State Agricultural College.]

* * * * *

SEC. 4. Senators from any county shall in their appointment of candidates for scholarships in the University of Vermont and State Agricultural College give preference to candidates for the agricultural and industrial department; but if, at any time, there are not thirty suitable applicants for said department, then said senators may appoint to any other department of said college. (November 4, 1892.)

Acts and Resolves, 1898, No. 31: SECTION 1. All appointments of students heretofore made and designated by the senators in the general assembly * * * shall expire in June, 1899.

SEC. 2. Each senator in the general assembly shall biennially designate and appoint one student to [the University of Vermont and State Agricultural College], and the scholarship thus created shall be for the period of two years. Vacan-

cies in such scholarships shall be filled by the senators who made the appointment vacated, or by his successor in office.

SEC. 3. If any senator shall have failed to appoint to said scholarship before the beginning of the school year next following the expiration of the appointment made by his predecessor, after notice by the officers of said institution of such expiration and vacancy, the officers of said institution are authorized to designate and appoint a student to such scholarship. (November 21, 1898.)

VIRGINIA.

[The following matter is taken from The Code of Virginia, 1887 (Richmond, Va., 1887), and the Supplement to the Code of Virginia, 1898 (Richmond, Va., 1898).]

SEC. 1586. The general assembly having accepted the donation of lands proffered to Virginia by the act of Congress of July 2, 1862, with the conditions and provisions therein contained, and the authorities of the State having received from the Government of the United States the land scrip she was entitled to under said act of Congress, and the board of education having, in conformity with the acts of February 7, 1872, and March 19, 1873 [1872], made sale of the scrip and invested the proceeds in the purchase of State bonds, which were directed to be set apart and to constitute an education fund, the annual interest whereof was to be apportioned as follows, that is to say, one-third thereof to the Hampton Normal and Agricultural Institute and two-thirds thereof to the Preston and Olin Institute on certain conditions in said act of March 19, 1872, named, one of which was that the name of the said Preston and Olin Institute should be changed to the Virginia Agricultural and Mechanical College, which has been done accordingly; and the general assembly having, by act of February 26, 1877, directed the bonds aforesaid to be turned over to the second auditor, who was required in lieu of the same to substitute a statement prepared and signed in duplicate by the treasurer and countersigned by the second auditor showing the number, size, and character of said bonds, with the amount of interest due on them severally, which statement was to have all the validity and force of the bonds themselves, and that the accruing interest should be paid in accordance with the acts already referred to, all of which has been done, all of said acts and the proceedings of the State officers thereunder are recognized as valid and binding. And it being deemed advisable to add to the name of the said college the words "and Polytechnic Institute," so that said college shall hereafter be known as the Virginia Agricultural and Mechanical College and Polytechnic Institute, it is enacted that the annual accruing interest as aforesaid shall continue to be paid until otherwise provided by law as follows, that is to say: One-third thereof to the Hampton Normal and Agricultural Institute, in the county of Elizabeth City, and two-thirds to the board of visitors of the Virginia Agricultural and Mechanical College and Polytechnic Institute, in the county of Montgomery, on the conditions prescribed as aforesaid. (1871-72, 1872-73, 1895-96.)

SEC. 1587. A number of students equal to twice the number of members of the house of delegates, to be apportioned in the same manner, shall have the privilege of attending said college without charge for tuition, use of laboratories, or public buildings, to be selected by the school trustees of the respective counties, cities, and election districts for said delegates, with reference to the highest proficiency and good character, from the white male students of the free schools of their respective counties, cities, and election districts, or, in their discretion, from others than those attending said free schools. (1877-78.)

SEC. 1588. If at any time the said annuity should be withdrawn from the said college, the property, real and personal, conveyed and appropriated to its use and benefit by the trustees of the Preston and Olin Institute and by the county of Montgomery shall revert to the said trustees and to the said county, respectively, from which it was conveyed and appropriated. (1871-72.)

SEC. 1589. The curriculum of the said college shall embrace such branches of learning as relate to agriculture and the mechanic arts, without excluding other scientific and classical studies, and including military tactics. (1871-72.)

SEC. 1590. The said students, privileged to attend the college without charge for tuition, use of laboratories, or public buildings, shall continue to be selected for the period of two years: *Provided*, That, on the recommendation of the faculty of the said college for more than ordinary diligence and proficiency, any student so selected may be continued by the said board of visitors for a longer period. (1871-72.)

SEC. 1591. The governor, by and with the advice and consent of the senate, shall appoint eight persons, from farmers, mechanics, and graduates of said college, as visitors of said college, selecting, if practicable, two from each of the four grand divisions of the State. Their term of office shall be for four years. The present division into two classes, designated as the first class and second class, each composed of four visitors, shall continue, and when and as the terms of office of the present members of each class shall expire the governor shall then and annually thereafter, by and with the advice and consent of the senate, appoint successors to those whose terms have expired. If a vacancy occur during the recess of the general assembly, the governor shall fill it by appointment for the unexpired term of the late incumbent, subject to the ratification of the senate at the next session of the general assembly. The eight persons so appointed, together with the superintendent of public instruction, who shall be ex officio member, shall constitute the board of visitors. (1879-80, 1889-90, 1891-92.)

SEC. 1592. The said corporation shall be and remain a corporation under the name and style of the board of visitors of the Virginia Agricultural and Mechanical College and Polytechnic Institute, and shall at all times be under the control of the general assembly. All acts and parts of acts relating to the Virginia Agricultural and Mechanical College or to the board of visitors of the Virginia Agricultural and Mechanical College shall be construed as relating to the Virginia Agricultural and Mechanical College and Polytechnic Institute or the board of visitors of the Virginia Agricultural and Mechanical College and Polytechnic Institute. (1872-73, 1895-96.)

SEC. 1593. The board of visitors shall appoint from their own body a rector, who shall preside at their meetings, and, in his absence, a president pro tempore. They shall also appoint a clerk to the board. A majority of the board shall constitute a quorum. (1871-72.)

SEC. 1594. If any visitor fails to perform the duties of his office for one year, without good cause shown to the board, the said board shall, at the next meeting after the end of such year, cause the fact of such failure to be recorded in the minutes of their proceedings, and certify the same to the governor, and the office of such visitor shall thereupon be vacant. If so many of such visitors fail to perform their duties that a quorum thereof do not attend for a year, upon a certificate thereof being made to the governor by the rector or any member of the board, or by the chairman of the faculty, the offices of all the visitors failing to attend shall be vacant. (1871-72.)

SEC. 1595. The said board shall meet at Blacksburg, in the county of Montgomery, at least once a year, and at such other times or places as they shall determine, the days of meeting to be fixed by them. Special meetings of the board may be called by the governor, the rector, or any three members. In either of said cases notice of the time and place of meeting shall be given to every other member. (1871-72.)

SEC. 1596. The said board shall be charged with the care and preservation of the property belonging to the college. They shall appoint as many professors as they deem proper, and, with the assent of two-thirds of the members of the board, may remove any professor or other officer of the college. They shall prescribe the duties of each professor and the course and mode of instruction. They shall appoint a president of the college, and may employ such agents or servants as may be necessary; they shall regulate the government and discipline of the students; and generally, in respect to the government of the college, may make such regulations as they deem expedient, not contrary to law. Such reasonable expenses as the visitors may incur in the discharge of their duties shall be paid out of the funds of the college. (1871-72, 1879-80.)

SEC. 1597. Each professor shall receive a stated salary, to be fixed by the board of visitors, and the board shall fix the fees to be charged for tuition of students other than those allowed under this chapter to attend the college free of tuition, which shall be a credit to the fund of the college. (1871-72.)

SEC. 1598. A portion of the fund [received under the act of July 2, 1862], not exceeding 10 per cent of the proportion assigned to the said college and the said institute may be expended, in the discretion of the boards of visitors of the said institutions, respectively, in the purchase of lands for experimental farms for each of them; and a portion of the accruing interest may be, from time to time, expended by the respective boards in the purchase of laboratories suitable and appropriate for the said institutions. (1871-72.)

SEC. 1599. The agricultural experimental station established at the said college shall be continued, the same to be maintained by such appropriations as the Congress of the United States may make for the purpose. (1885-86.)

SEC. 1600. The board shall require the treasurer, or officer in whose hands the

funds of the college may be placed, to give bond in double the amount of the annual income of the college, payable to the Commonwealth, with condition for the faithful discharge of the duties of his office, which bond, being approved by the board and entered at large on its journal, shall be transmitted to the auditor of public accounts and remain filed in his office. (1872-73.)

SEC. 1601. It shall be lawful for the board to accept the subscription of any county made under an act to authorize subscriptions in aid of the said college, approved March 21, 1872, and also the donation of any individual in aid of the purposes and objects of said college; and such donations and subscriptions, when made, shall be held by said board in trust for the benefit of said college, on condition that the same shall revert to the several donors or subscribers, *pari passu*, if at any time the State of Virginia should withdraw from the use of the said college the interest accruing on the proceeds of the land scrip, as provided in this chapter. (1871-72.)

SEC. 1602. The said appropriation to the Hampton Normal and Agricultural Institute is upon condition that the trustees thereof shall continue to maintain and support therein one or more schools or departments wherein the leading object shall be instruction in such branches of learning as relate especially to agriculture, the mechanic arts, and military tactics. On January 1, 1889, and on January 1 in every fourth year thereafter, the governor shall appoint six persons, citizens of the Commonwealth, three of whom shall be of African descent, as curators of the fund appropriated as aforesaid to the said institute. The present curators, unless sooner removed, shall continue in office until January 1, 1889.

SEC. 1603. The trustees of said institute may select not less than 100 students, with reference to their character and proficiency, from the colored free schools of the State, who shall have the privilege of attending the said institute on the same terms that State students are allowed to attend the agricultural and mechanical college, under section 1590. (1871-72.)

SEC. 1604. The curators of the said institute shall appoint a treasurer, who may be allowed a reasonable compensation, and who shall be required to enter into bond, payable to the Commonwealth, in a penalty at least double the amount of the annual income which may arise from the proceeds of the land scrip apporportioned to said institute, and with condition for the faithful discharge of the duties of his office. (1872-73.)

SEC. 1605. The board of education shall pay and turn over to the said treasurer for the said institute and to the board of visitors of the Virginia Agricultural and Mechanical College all funds received by them for the use and benefit of said institutions, respectively; and the second auditor shall draw on the public treasury in favor of the said treasurer and board of visitors, respectively, from time to time, until otherwise ordered, for the same rate of interest as may be paid by act of the general assembly to other incorporated colleges or seminaries of learning in this State on all bonds of the Commonwealth, or bonds guaranteed by the Commonwealth, held by or for such institutions. (1872-73.)

SEC. 1606. An annual report shall be made by the president of each of said institutions, after the close of each collegiate year, to the board of visitors of the condition of each institution, its receipts and disbursements during the preceding year, the amount of salary paid to each professor, the amount received in tuition fees from pay students, any improvements and experiments made, with their costs and results, and such other matters, including State, industrial, and economical statistics, as may be supposed useful; a copy of which shall be furnished to the superintendent of public instruction, to be laid before the general assembly at its next regular session. (1871-72.)

SEC. 1607. The general assembly reserves to itself the power, at any time, to repeal or alter any provisions of this chapter and to withdraw from either of said institutions the whole or any part of the appropriations made to them. (1871-72.)

Laws, 1887-88, chapter 284: SECTION 1. The State of Virginia hereby assents to the grants of money made by and in accordance with the act of Congress approved March 2, 1887, and accepts the same, subject to the conditions and provisions of said act.

SEC. 2. The board of visitors of the Virginia Agricultural and Mechanical College, at Blacksburg, at which an agricultural experiment station has already been established, is authorized and empowered to establish in connection with said station such branch stations at such places as in the discretion of said board of visitors they may deem proper, subject to the approval of the governor. (February 29, 1888.)

Laws, 1893-94, chapter 347: SEC. 2. The State of Virginia hereby assents to the grants of money made under and in accordance with the act of Congress aforesaid,

approved August 30, 1890, and accepts the same; and the legislature of Virginia proposes and reports to the honorable Secretary of the Interior of the United States that hereafter the funds to be paid to this State, under said act, be apportioned between the said institutions in the following ratio, viz: One-third thereof to the Hampton Normal and Agricultural Institute and two-thirds to the Virginia Agricultural and Mechanical College.

SEC. 3. The auditor of public accounts shall receive from the Secretary of the Interior such sums of money as shall be allotted to Virginia, and pay over the same in the proportion aforesaid to the treasurer of the Hampton Normal and Agricultural Institute and to the treasurer of the Virginia Agricultural and Mechanical College, who shall receive and disburse the same as required by section 2 of the act of Congress aforesaid. (February 23, 1894.)

WASHINGTON.

Constitution (1889), article 9: SECTION 1. It is the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.

SEC. 2. The legislature shall provide for a general and uniform system of public schools. The public school system shall include common schools and such high schools, normal schools, and technical schools as may hereafter be established. * * *

SEC. 4. All schools maintained or supported wholly or in part by the public funds shall be forever free from sectarian control or influence.

SEC. 5. All losses to the permanent common school or any other State educational fund which shall be occasioned by defalcation, mismanagement, or fraud of the agents or officers controlling or managing the same shall be audited by the proper authorities of the State. The amount so audited shall be a permanent funded debt against the State in favor of the particular fund sustaining such loss, upon which not less than 6 per cent annual interest shall be paid. * * *

[The following matter is taken from Ballinger's Annotated Codes and Statutes of Washington, showing all Statutes in Force, including the Session Laws of 1897, by Hon. Richard A. Ballinger. 2 vols. Seattle and San Francisco, 1897.]

SEC. 2512. The State Agricultural College, Experiment Station, and School of Science of the State of Washington, as heretofore located [act of March 9, 1891] at Pullman, Whitman County, shall be an institution of learning open to the children of all residents of this State, and to such other persons as the board of regents may determine, under such rules and regulations as may be prescribed by the board of regents; shall be nonsectarian in character, and devoted to practical instruction in agriculture, mechanic arts, and natural sciences connected therewith, as well as a thorough course of instruction in all branches of learning upon agricultural and other industrial pursuits. (1891, 1897.)

SEC. 2513. The governor of the State of Washington, the superintendent of public instruction, members of the legislature, and county commissioners shall be ex officio visitors of said college. But said visitors shall have no power granted to control the action of the board of regents or to negative its duties as defined by law. (1890, 1897.)

SEC. 2514. The course of instruction of said college shall embrace the English language, literature, mathematics, philosophy, civil and mechanical engineering, chemistry, animal and vegetable anatomy and physiology, veterinary art, entomology, geology, political economy, rural and household economy, horticulture, moral philosophy, history, mechanics, and such other courses of instruction as shall be prescribed by the board of regents. One of the objects of said college shall be to train teachers of physical science, and thereby further the application of the principles of physical science to industrial pursuits; to collect information as to schemes of technical instruction adopted in other parts of the United States and in foreign countries, and to hold farmers' institutes at such times and places and under such regulations as the board of regents may determine. (1891, 1897.)

SEC. 2515. The board of regents shall provide that all instruction given in the college shall, to the utmost practicable extent, be conveyed by means of practical work in the laboratory, and shall provide in connection with said college the following laboratories: One physical laboratory or more, one chemical laboratory or more, and one biological laboratory or more, and suitably furnish and equip the same. Said board of regents shall provide that all male students shall be trained in military tactics. Said board of regents shall establish a department of said college

to be designated the department of elementary science, and in connection therewith provide instruction in the following subjects: Elementary mathematics (including elementary trigonometry), elementary mechanics, elementary and mechanical drawing, and land surveying. Said board of regents shall establish a department of said college to be designated the department of agriculture, and in connection therewith provide instruction in the following subjects:

First. Physics, with special application of its principles to agriculture.

Second. Chemistry, with special application of its principles to agriculture.

Third. Morphology and physiology of plants, with special reference to the commonly grown crops and their fungus enemies.

Fourth. Morphology and physiology of the lower forms of animal life, with special reference to insect pests.

Fifth. Morphology and physiology of the higher forms of animal life, and in particular of the horse, cow, sheep, and swine.

Sixth. Agriculture, with special reference to the breeding and feeding of live stock and the best mode of cultivation of farm produce.

Seventh. Mining and metallurgy.

And it shall appoint demonstrators in each of these subjects to superintend the equipment of a laboratory and to give practical instruction in the same. Said board of regents shall establish an agricultural experimental station in connection with the department of agriculture of said college, appoint its officers, and prescribe such regulations for its management as it may deem expedient. Said board of regents may establish other departments of said college and provide courses of instruction therein when those are, in its judgment, required for the better carrying out of the object of the college. (1890, 1897.)

SEC. 2516. The management of said college and experiment station, the care and preservation of all property of which such institution shall become possessed, the erection and construction of all buildings necessary for the use of said college and station, and the disbursement and expenditure of all money provided for by this chapter shall be vested in a board of five regents; said five members of the board of regents shall be appointed in the manner provided by law; said regents and their successors in office shall have the right of causing all things to be done necessary to carry out the provisions of this chapter. The board of regents provided for in this chapter shall be appointed by the governor, by and with the advice and consent of the senate, one for a term of two years, two for a term of four years, and two for a term of six years; and each regent shall, before entering upon the discharge of his respective duties as such, execute a good and sufficient bond to the State of Washington, with two or more sufficient sureties, residents of the State, in the penal sum of not less than \$5,000 each, conditioned for the faithful performance of his duties as such regent: *Provided*, That all appointments made to fill vacancies caused by death, resignation, or otherwise shall be for the unexpired term of the incumbent whose place shall have become vacant. All other appointments made subsequent to the appointment of the first board of regents provided for in this act shall be for the term of six years and until the appointment and qualification of a successor to each appointee: *Provided further*, That at least three of the members of the board of regents so appointed shall be residents of eastern Washington and one shall be a resident of western Washington: *Provided further*, That regents now serving upon such board shall continue as such during the term for which they were respectively appointed. (1891, 1897.)

SEC. 2517. The board of regents of the agricultural college, experiment station, and school of science shall meet and organize by the election of its president and treasurer from their own number on the first Wednesday in April of each year. The person so selected as treasurer shall, before entering upon the discharge of his duties as such, execute a good and sufficient bond to the State of Washington, with two or more sufficient sureties, residents of the State, in the penal sum of not less than \$40,000, conditioned for the faithful performance of his duties as such treasurer and that he will faithfully account for and pay over to the person or persons entitled thereto all moneys which shall come into his hands as such officer, which bond shall be approved by the governor of the State, and shall be filed with the secretary of state. The president of the college shall be secretary of the board of regents, and shall perform all the duties pertaining to that office, but shall not have the right to vote. The secretary shall, in like manner as the treasurer, give a bond in the penal sum of not less than \$5,000, conditioned for the faithful performance of his duties as such officer. (1891, 1897.)

SEC. 2518. The president of said board shall be the chief executive officer, shall preside at all meetings thereof (except that in his absence the board may appoint a president pro tempore), and sign all instruments required to be executed by said board. The treasurer shall be the financial officer of said board, shall keep a true

account of all moneys received and expended by him. The secretary shall be the recording officer of said board, shall attest all instruments required to be signed by the president, and shall keep a true record of all the proceedings of said board, and generally do all other things required of him by said board. (1891, 1897.)

SEC. 2519. The regents shall have the power, and it shall be their duty, to enact laws for the government of said agricultural college, experiment station, and school of science: *Provided*, The board of regents shall maintain at least one experimental station in the western portion of the State. (1891, 1897.)

SEC. 2520. The board of regents shall direct the disposition of any moneys belonging to or appropriated to the agricultural college, experiment station, and school of science established by this article, and shall make all rules and regulations necessary for the management of the same, adopt plans and specifications for necessary buildings, and superintend the construction of said buildings, and fix the salaries of professors, teachers, and other employees, and tuition fees to be charged in said college. (1891, 1897.)

SEC. 2521. The agricultural experiment station provided for in this article in connection with said agricultural college shall be under the direction of said board of regents of said college for the purpose of conducting experiments in agriculture according to the terms of section 1 of an act of Congress approved March 2, 1887. * * * The said college and experiment station shall be entitled to receive all the benefits and donations made and given to similar institutions of learning in other States and Territories of the United States by the legislation of the Congress of the United States now in force or that may be enacted, and particularly to the benefits and donations given by the provisions of [the acts of Congress approved July 2, 1862, and acts supplementary thereto, March 2, 1887, and August 30, 1890]. (1891, 1897.)

SEC. 2522. The assent of the legislature of the State of Washington is hereby given, in pursuance of the requirements of section 9 of said act of Congress approved March 2, 1887, to the granting of money therein made to the establishment of experiment stations in accordance with section 1 of said last-mentioned act, and assent is hereby given to carry out within the State of Washington every provision of said act. (1891, 1897.)

SEC. 2523. The meetings of the board of regents may be called in such manner as the board may prescribe, and the majority of said board shall constitute a quorum for the transaction of business; but a less number may adjourn from time to time. All meetings of the said board may be held in the office of the college buildings. No vacancy in said board shall impair the rights of the remaining board. A full meeting of the board shall be called at least once a year. (1891, 1897.)

SEC. 2524. Each member of the board of regents created by this chapter shall, before entering upon his duties, take and subscribe an oath to discharge faithfully and honestly his duties in the premises and to perform strictly and impartially the same to the best of his ability. Said oath shall be filed with the secretary of state. (1891, 1897.)

SEC. 2525. The regents shall be allowed their actual and necessary traveling expenses in going to and returning from all the necessary sessions of their board, and also their necessary expenses while in actual attendance upon the same. (1891, 1897.)

SEC. 2526. The board of regents shall, on or before the 1st day of November of each year, make a full and true report in detail of all their acts and doings during the previous year, their receipts and expenditures, the exact status of their institution, and other information they may deem proper and useful or which may be called for by the governor, which said report shall be made to the governor, who shall transmit the same to the succeeding session of the legislature. A copy of said report shall be furnished to the superintendent of public instruction. (1891, 1897.)

SEC. 2527. The treasurer of said board shall make disbursements of the funds in his hands on the order of the board, which order shall be countersigned by the secretary of the board, and shall state on what account the disbursement is made. (1891, 1897.)

SEC. 2528. No employee or member of the board created by this chapter shall be interested pecuniarily, either directly or indirectly, in any contract for any building or improvements of said institution, or for the furnishing of supplies for the same. (1891, 1897.)

SEC. 2529. The governor of the State shall be ex officio advisory member of the board provided for in this chapter, but shall not have the right to vote nor be eligible to office therein. (1891, 1897.)

SEC. 2530. The board of regents are hereby empowered to grant the usual acc-

demic and honorary degrees, and to issue diplomas therefor, upon the recommendation made by the faculty. (1895, 1897.)

SEC. 2531. It shall be the duty of the board of regents herein provided for, as soon after their organization as practicable, and as soon as there shall be an appropriation therefor in the hands of the State treasurer in any amount sufficient to warrant the beginning of the erection of the several buildings herein provided for, or any wing or section of the same, to enter into contracts with one or more contractors for the erection and construction of such suitable buildings and improvements for the institution created by this chapter as in their judgment shall be deemed best, or the funds aforesaid shall warrant, all things considered; such contract or contracts to be let after open public notice and competition, under such regulations as shall be established by said board, to the person or persons who offer to execute such work on the most advantageous terms: *Provided*, That in all cases said board shall require from contractors a good and sufficient bond for the faithful performance of the work and the full protection of the State against mechanics' and other liens: *And provided further*, That the board shall not have the power to enter into any contract for the erection of any buildings or improvements which shall bind said board to pay out any sum in excess of the amount provided for said purpose. (1891, 1897.)

SEC. 2532. The board provided for in this chapter shall have power in their discretion to employ skilled architects and superintendents to prepare plans and specifications and to supervise the construction of any of the buildings provided for in this chapter and to fix the compensation for such services, subject to the provisions and restrictions of this act. (1891, 1897.)

SEC. 2533. Whenever there shall be any money in the hands of the State treasurer to the credit of any of the specific funds set apart for the institution created by this chapter, deemed sufficient by the board to commence the erection of any of the necessary buildings or improvements or to pay the necessary running or other expenses of said institution, the State auditor, on the request in writing of said board shall, and it is hereby made his duty to, draw his warrants in favor of the treasurer of said board and upon the State treasury against the specific fund belonging to said institution in such sum, not exceeding the amount on hand in such specific fund, at such time as said board may deem necessary: *Provided*, That said board shall draw said money as it may be necessary to disburse the same. (1891, 1897.)

Laws, 1895, chapter 167: SECTION 1. [Makes the professor of veterinary science at the agricultural college ex officio State veterinarian.]

Laws, 1899, chapter 43: SEC. 16. The secretary of state, the professor of agriculture of the agricultural college, and the dairy commissioner are hereby created a State board of dairy commissioners ex officio. (March 7, 1899.)

Laws, 1899, chapter 82: SECTION 1. The operation and conduct of the agricultural experiment station heretofore established at Puyallup, Wash., shall be under the supervision and control of the board of regents of the agricultural college and school of science, and the State auditor is hereby authorized to audit all claims, and, if found correct, to issue warrants upon the State treasurer in payment of bills duly authorized by said board as provided by law, and the State treasurer is hereby directed to pay the same. (March 13, 1899.)

WEST VIRGINIA.

[The following matter is taken from The Code of West Virginia (fourth edition), compiled by John A. Warth. Charleston, 1900.]

Chapter 45: SEC. 76. The Agricultural College of West Virginia, located and established at Morgantown, in the county of Monongalia, in pursuance of the act passed February 7, 1867, entitled "An act for the regulation of the West Virginia Agricultural College," shall be and remain as so established and located; and all the provisions of said act, except so far as the same may be altered by this chapter, shall remain in full force and effect to the same extent as if this chapter as amended had not been passed. (1872-73, 1881.)

SEC. 77. The name of said college shall hereafter be "The West Virginia University," by which name it shall have and hold all the property, funds, investments, rights, powers, and privileges now had and held under the name prescribed in the above-recited act. (1872-73, 1881.)

SEC. 78 [as amended by Laws, 1901, chapter 52, passed February 18, 1901]. For the government and control of said university there shall be a board of regents

consisting of nine persons, to be called "the regents of the West Virginia University." As such board they may sue and be sued, and have a common seal. The said board shall have the custody and control of the property and funds of said university, except as otherwise provided by law. They shall have the power to accept from any person or persons any gift, grant, or devise of money, land or other property intended for the use of the university, and shall, by such acceptance, be trustees of the funds and property which may come into the possession or under the control of said board by such gift, grant, or devise, and shall invest and hold such funds and property, and apply the proceeds and property in such manner as the donor may prescribe by the terms of his gift, grant, or devise. A majority of said regents shall constitute a quorum for the transaction of business, except that for making arrangements for the erection of buildings or the permanent alteration thereof, or the appointment to or removal from office of professors, or fixing their compensation, or changing any rule or regulations adopted by a majority of the board, in which case all of the regents shall be notified in writing by the secretary of the board of the meeting place and object of the meeting proposed to be held for any of the purposes excepted in this section; and the conference of a majority of the regents shall be required. Said board of regents shall consist of nine members, who shall be residents and voters of the State. The governor shall, on or before March 15, 1901, or as soon thereafter as convenient, appoint said nine regents, who shall be divided into two classes, consisting of four and five regents, respectively. The term of office of both classes shall begin on May 1, 1901; and the term of office of the first class shall continue for two years and until their successors are appointed and qualified, and the term of the second class shall continue for four years and until their successors are appointed and qualified; and thereafter the term of office of each class shall be for four years and until their successors are appointed and qualified. Any person appointed a regent during the recess of the senate shall serve as such until the next meeting of the senate. The governor may by appointment fill any vacancy occurring in the board for the unexpired term. Not more than six of said regents shall belong to the same political party, and not more than one shall be appointed from the same senatorial district or county. The term of office of the regents now in office shall expire on April 30, 1901.

SEC. 79. The board of regents shall from time to time establish such departments of education in literature, science, art, agriculture, and military tactics as they may deem expedient, and as the funds under their control may warrant, and purchase such materials, implements, and apparatus as may be requisite to proper instruction in all said branches of learning, so as to carry out the spirit of the act of Congress aforesaid, approved July 2, 1862. (1872-73, 1881.)

SEC. 80. The said board shall establish and declare such rules and regulations and by-laws, not inconsistent with the laws of this State or of the United States, as they may deem necessary for the proper organization, the tuition of students and good government of said university, and the protection of public property belonging thereto. They shall appoint a superintendent of buildings and grounds, a secretary for the faculty, and a secretary for said board, and also a treasurer, who shall be members of the faculty of the university; and the person so appointed shall receive such compensation as the board may determine, not, however, to exceed \$300 per year. From said treasurer they shall take a bond, with ample security, conditioned according to law, for the faithful keeping and disposing of such money as is herein or may be hereafter appropriated, and such other money as may be allowed by said board to come into his hand from time to time; they shall also settle with him annually or oftener if they think best, inspect annually all the property belonging to said university and make a full report of the condition, income, expenditures, and management of such university annually to the governor, to be by him laid before the legislature. (1872-73, 1881, 1887, 1899.)

SEC. 81. The board shall have power to create a preparatory department to said university and establish any other professorships than those indicated [indicated] heretofore, if the same be deemed essential; to fix the salaries of the several professors and to remove them for good cause, but in case of removal the concurrence of a majority of the regents shall be required, and the reasons for a removal shall be communicated in a written statement to the governor. (1872-73, 1881.)

SEC. 82 [as amended by Laws, 1903, chapter 30]. Besides prescribing the general terms upon which students may be admitted, and the course of instruction, the regents are still further empowered to admit as regular students of the university not more than 225 cadets in the military department. Each member of the senate shall be entitled to appoint one cadet from his district on or before June 1 in the second year of his term and one cadet on or before June 1 in the fourth year of his term. Each member of the house of delegates shall be entitled to appoint one

cadet from his county on or before June 1 next preceding the end of his term. In case a cadetship filled by appointment by any member of the legislature shall become vacant, the member making the appointment, or his successor, shall fill same by a new appointment within the limits of time aforesaid. But no senator or delegate shall appoint any cadet until he receives a certificate from the president of the university or the commandant of cadets giving him notice of his right to do so, and he shall not have the right to exercise such power of appointment as long as two cadets are accredited to himself and his predecessor, either by original appointment or reenlistment. All other cadets necessary to make up the full complement of the corps shall be appointed by the regents in proportion to their number, including vacancies, if any, caused by the failure of any member of the legislature to make his appointment. Cadets shall not be under 16 years of age and shall not be over 21 years of age. Their appointment shall be made upon undoubted evidence of good moral character and sound physical condition. Their term of enlistment of service shall be two years, but any cadet at the expiration of his first term shall be entitled to reenlist for the further term of two years upon giving notice of his intention to the commandant of cadets at least thirty days before the expiration of such term; but not more than 15 cadets shall be appointed from any senatorial district and not more than 8 from any one county.

SEC. 83. The cadets admitted under the preceding section shall be entitled to all the privileges, immunities, educational advantages, and benefits of the university free of charge for admission, tuition, books, and stationery, and shall constitute the public guard of the university and of the public property belonging thereto and of the ordnance and ordnance stores and camp and garrison equipage, of which a sufficient supply shall be kept in the arsenal belonging to the institution. And the professors and the students of the university receiving instruction in military tactics and the art of war shall be individually and collectively responsible for the preservation and safe-keeping of all arms and camp equipage belonging to said institution. (1872-73, 1881.)

SEC. 84 [as amended by Laws, 1901, chapter 1, approved February 23, 1901]. The regents shall only be allowed the necessary expenses incurred by them in discharging their duties as such and \$4 per diem for each day they may be employed as such, and an itemized account shall be made a part of their report to the governor, and no mileage shall be allowed or paid.

SEC. 85. The president, board of regents, and faculty may graduate any student of the university found (after proper examination) duly qualified, and shall certify the same by affixing the seal of the university to his diploma. (1872-73, 1881.)

SEC. 86. The fund derived from the sale of United States land warrants which have been donated to this State for the purpose of endowing an agricultural college shall be invested by the governor in a loan of public stock of the United States, or otherwise, as required by Congress, for the use and benefit of the said university. (1872-73, 1881.)

SEC. 86a. I. The State of West Virginia hereby assents to and accepts from the Government of the United States the grants of money authorized by said act of Congress [of March 2, 1887], and assents to the purpose of said grants.

II. The bulletins and annual reports required to be published under section 4 of said act shall be printed at the expense of the State, by the State printer, in such editions or numbers as the mailing list of the experiment station shall indicate as being required, and shall be distributed by the station free of all charge to farmers and other citizens of the State deserving the same. (1889.)

SEC. 98b. I. The legislature of the State of West Virginia hereby accepts for said State the terms and provisions of the said act of the Congress of the United States approved August 30, 1890, for the objects and purposes mentioned and declared therein, and designates the "West Virginia University," established in pursuance of the act of the Congress of the United States passed July 2, 1862, and a subsequent act passed by said Congress on April 19, 1864, at Morgantown, in the county of Monongalia, in this State, as the beneficiary of said appropriation for the instruction of white students; and an institution to be located and provided for the purpose as hereinafter required and directed in the county of Kanawha, to be called "The West Virginia Colored Institute," for the beneficiary of said appropriation for the instruction of colored students; to be paid to each in the proportion mentioned in the preamble to this act. [For the West Virginia Colored Institute, \$3,000 per annum for five years, and after that time \$5,000 as long as the appropriation continues.] And the said institution, by the name of "The West Virginia Colored Institute," shall have and hold all the property, funds, rights, powers, and privileges hereinafter mentioned.

II [as amended by Laws, 1901, chapter 50, approved February 20, 1901]. For the

government and control of said institute there shall be a board of regents, consisting of the State superintendent of free schools and six other competent persons, not more than four of whom shall belong to the same political party, to be called the "regents of the West Virginia Colored Institute," and as such board they may sue and be sued, plead and be impleaded, and have a common seal. The governor shall, between March 15 and May 15, 1901, and every four years thereafter, nominate and, by and with the advice and consent of the senate, appoint said six regents, whose term of office shall begin on June 1 next following their appointment and continue for four years and until their successors are appointed and qualified. Vacancy in the office of regent shall be filled by appointment by the governor for the unexpired term. The term of office of the regents now in office shall expire on May 31, 1901. Said board shall have the care, custody, and control of the property and funds of the institute, and may accept, from any person or persons, gifts of money or property for the use of said institute, and all such money and property, when so received by them, shall be held in trust by them for the use and benefit of the institute, and applied thereto as the donors may have directed, and, if no such directions have been given, as a majority of the regents may determine.

III. The board of regents shall from time to time establish such departments of education in literature, science, art, and agriculture, not inconsistent with the terms of the several acts of Congress hereinbefore referred to, as they may deem expedient and as the funds under their control will warrant, and purchase such materials, implements, and apparatus as may be requisite to the proper instruction of said colored students in all said branches of learning as to carry out the intent and purposes of said acts of Congress.

IV [as amended by Laws, 1901, chapter 1, approved February 23, 1901]. The said board shall establish and declare such rules, regulations, and by-laws, not inconsistent with the laws of the United States or of this State, as they may deem necessary for the proper organization, the tuition of the students, and the good government of the institute and the protection of the property belonging thereto. The regents shall only be allowed the necessary expenses incurred by them in discharging their duties as such and \$4 per diem for each day they may be employed as such, and an itemized account shall be made a part of their report to the governor, and no mileage shall be allowed or paid.

V. The treasurer of this State is hereby designated as the officer to receive from the Secretary of the Treasury of the United States the said several sums of money so to be paid to this State aforesaid for the uses and purposes aforesaid. He shall keep an exact account of the moneys so received, and shall place to the credit of each of said beneficiaries thereof its due proportion of the same. The sums so placed to the credit of the West Virginia University shall be paid out by him on the orders of the board of regents thereof, and the sums so placed to the credit of the West Virginia Colored Institute shall be paid out by him on the orders of the board of regents of said institute. And said treasurer shall include in his biennial report to the governor a statement of his receipts and disbursements under the provisions of this act.

VI. It shall be the duty of the board of the school fund to proceed with all reasonable dispatch to procure the necessary quantity of farming land, not exceeding 50 acres in all, in some suitable and proper locality in the county of Kanawha, with the title thereto clear and unquestionable, and to erect the necessary buildings and make the necessary improvements thereon for the purposes of this act, and to comply in good faith with the terms and conditions and to carry into effect the objects and purposes of the act of Congress in making said appropriations.

VII. And in order to enable said board to perform the duties required of them by this act the sum of \$10,000 is hereby appropriated and placed at their disposal, payable out of any money in the treasury not otherwise appropriated: *Provided*, That said board may, in their discretion, borrow the said sum of \$10,000 from the "school fund," mentioned in section 4 of article 12 of the constitution of this State, at 6 per cent interest per annum, and execute the bonds of the State therefor, payable with interest as aforesaid not more than ten years from the date thereof. (1891.)

SEC. 98bb. Besides prescribing the general terms upon which students may be admitted, and the course of instruction, the regents are still further empowered to admit as regular students or cadets of said institution not more than 60 students, of whom each regent may appoint not more than 12 who are not less than 16 years of age nor more than 21, whose term of service shall not be less than two nor more than five years; which appointment shall be made upon undoubted evidence of good moral character and sound physical condition. The cadets admitted under the provisions of this section shall be entitled to all the privileges, immunities, educa-

tional advantages, and benefits of the institute free of charge for admission, tuition, books, and stationery, and shall constitute the public guard of the institute, and of the public property belonging thereto, and of the ordnance and ordnance stores and camp and garrison equipage, of which a sufficient supply shall be kept in the arsenal belonging to the institution. And the professors and the students of the institute receiving instruction in military tactics and the art of war shall be individually and collectively responsible for the preservation and safe-keeping of arms and camp equipage belonging to said institution. (1899.)

WISCONSIN.

[The following matter is taken from the Wisconsin Statutes of 1898, enacted at the adjourned session of the legislature commencing August 17, 1897, and approved August 20, 1897. In effect September 1, 1898. Edited and annotated by Arthur L. Sanborn and John R. Berryman. 2 vols. Chicago, 1898.]

SEC. 377. There is established in this State, at the city of Madison, an institution of learning by the name and style of "The University of Wisconsin."

SEC. 378 [as amended by Laws, 1901, chapter 255, approved May 2, 1901]. The government of the university shall vest in a board of regents, to consist of one member from each Congressional district and two from the State at large, at least one of whom shall be a woman, to be appointed by the governor. The State superintendent and the president of the university shall be ex officio members of said board. Said president shall be a member of all the standing committees of the board, but shall have the right to vote only in case of a tie. The term of office of the appointed regents shall be three years from the first Monday in February in the year in which they are appointed unless sooner removed by the governor, but appointments to fill vacancies before the expiration of the term shall be for the residue of the term only.

SEC. 379 [as amended by Laws, 1903, chapter 260]. The board of regents and their successors in office shall constitute a body corporate by the name of "the regents of the University of Wisconsin," and shall possess all the powers necessary or convenient to accomplish the objects and perform the duties prescribed by law, and shall have the custody of the books, records, buildings, and all other property of said university. The board shall elect a president and a secretary, who shall perform such duties as may be prescribed by the by-laws of the board. The secretary shall keep a faithful record of all the transactions of the board and of the executive committee thereof. It shall be the duty of the State treasurer to have the charge of all securities for loans and all moneys belonging to the university or in any wise appropriated by law to its endowment or support, to collect the interest on all securities held by him, to pay out moneys only upon the warrant of the secretary of state as provided by law, to keep the same and the accounts thereof separate and distinct from other public funds, and particularly distinguish the accounts of every fund, according to the nature thereof, coming to his charge, whether created by law or by private bounty, and to discharge these and other appropriate functions relating thereto subject to such regulations as the board may adopt not inconsistent with his official duties, and he and his sureties shall be liable on his official bond as State treasurer for the faithful discharge of such duties.

SEC. 380. The time for the election of the president and secretary of said board and the duration of their respective terms of office, and the times for holding the regular annual meeting and such other meetings as may be required, and the manner of notifying the same shall be determined by the by-laws of the board. A majority of the board shall constitute a quorum for the transaction of business, but a less number may adjourn from time to time. (1866.)

SEC. 381. The board of regents shall enact laws for the government of the university in all its branches; elect a president and the requisite number of professors, instructors, officers, and employees, and fix the salaries and the term of office of each, and determine the moral and educational qualifications of applicants for admission to the various courses of instruction; but no instruction either sectarian in religion or partisan in politics shall ever be allowed in any department of the university; and no sectarian or partisan tests shall ever be allowed or exercised in the appointment of regents or in the election of professors, teachers, or other officers of the university, or in the admission of students thereto, or for any purpose whatever. The board of regents shall have power to remove the president, or any professor, instructor, or officer of the university when, in their judgment, the interests of the university require it. The board may prescribe

rules and regulations for the management of the libraries, cabinet, museum, laboratories, and all other property of the university and of its several departments, and for the care and preservation thereof, with penalties and forfeitures by way of damages for their violation, which may be sued for and collected in the name of the board before any court having jurisdiction of such action. They shall employ a competent preceptress for the building known as "ladies' hall" (which shall be used for and by the female students attending the university, and not otherwise), who shall have charge and general supervision thereof under such regulations as the board may have made or shall adopt, at a salary of not more than \$1,500 per year: *Provided*, That said preceptress shall perform such duties and teach such classes as the board may from time to time require.

SEC. 382. The board of regents are authorized to expend such portion of the income of the university fund as they may deem expedient for the erection of suitable buildings and the purchase of apparatus, a library, cabinets, and additions thereto, and if they deem it expedient may receive in connection with the university any college in this State, upon application of its board of trustees; and such college so received shall become a branch of the university and be subject to the visitation of the regents. (Rev. Stat., 1858.)

SEC. 383. At the close of each biennial fiscal term the regents, through their president, shall make a report in detail to the governor and the legislature, exhibiting the progress, condition, and wants of each of the colleges embraced in the university, the course of study in each, the number of instructors and students, the amount of receipts and disbursements, together with the nature, cost, and results of all important investigations and experiments, and such other information as they may deem important, one copy of which shall be transmitted free by the secretary of state to all colleges endowed under the provisions of the act of Congress * * *, approved July 2, 1862, and also one copy to the Secretary of the Interior, as provided in said act. The board shall also report to the governor as often as may seem desirable the important results of investigations conducted by the director of Washburn Observatory and by other investigators connected with the university, and also the results of such experiments therein relating to agriculture or the mechanic arts as said board may deem to be of special value to the agricultural and mechanical interests of the State. With the approval of the governor such number of copies as he shall direct, and of the Washburn Observatory reports not more than 700 copies, may be printed by the State printer in separate form, on good paper, and with such appropriate quality of binding as the commissioners of public printing shall order. Eight hundred copies of each of said reports, when so directed by the governor, except those of the Washburn Observatory, shall be delivered to the legislature, and the remainder be used in exchange for the publications of other institutions and for such other public purposes as the regents may order.

SEC. 383a [as amended by Laws, 1903, chapter 269]. All moneys which shall be derived to the university from gifts or other bounties; from fees of students in any form, less any rebates allowed under authority of the board; from sales of farm products or any articles of personal property of whatever kind; from publications or advertisements in publications of the university; from fees for services rendered in any manner; from sales or rents of real property, or from any source whatever other than in cases by law required to be paid to the State treasurer, may be paid to the secretary of the board in all cases where the board shall authorize him to receive the same; and such secretary shall, at least as often as once a week, pay into the State treasury the entire amount of such receipts by him, and shall on or before the 10th day of each calendar month deliver to the State treasurer an itemized account of such receipts during the preceding calendar month, showing the amount of each sum so received by him, the date thereof, the person from whom received, for what received, and the particular fund or account to which the same belongs, save that the details of small receipts may be omitted and the account made summary in such cases and to such extent as the secretary of state shall prescribe by forms therefor, and shall verify the correctness thereof by his affidavit thereto appended, and a duplicate thereof he shall at the same time file with the secretary of state. Such account shall be made upon forms to be prepared and furnished by the secretary of state. The regents may require of their secretary such bond in such sum and with such sureties as they shall think fit and its renewal when deemed desirable, and may prescribe regulations for the discharge of all such duties not inconsistent with law. The secretary of state shall audit and give his warrant on the State treasurer for all accounts certified to him by the board or its executive committee, in the manner herein provided. All salaries for instructional or administrative service, and also allowances to fellows and scholars, which have been fixed by the board, shall be certified at peri-

edical intervals according to the laws of the board, upon rolls showing the name of the person entitled to receive the same, the amount of his fixed annual salary or allowance, and that the sum so certified is then due him according to the method of periodical payment established by the board; upon which certified roll the secretary of state shall issue his warrant to each person therein named for the amount so certified to be due to him. Payments to janitors, laborers, and all other employees, and also to all persons from whom milk and products for the dairy are purchased, shall be made upon rolls showing the name of the party entitled, for what service or object, to what fund chargeable, and the amounts respectively due each, which shall be likewise certified to the secretary of state to be correct and due, and he shall issue thereon his warrant for the amount due each person upon such roll to each such person. Every other claim or account shall state the nature and particulars of the service rendered or material furnished and be verified by the affidavit of the claimant or his agent and filed with the secretary of the regents; and a roll showing the name of each such person, for what service or object, to what fund chargeable, and the amount allowed to and due him, shall be certified, as aforesaid, to the secretary of state; upon which he shall issue his warrant for the proper amount to the person entitled thereto. The board may enact laws to govern all such business not inconsistent with law, and all forms shall be prepared and furnished by the secretary of state. All warrants issued pursuant to this section shall be labeled "University warrant" and numbered in consecutive order. All gifts, bounties, and moneys paid in and appropriations made by law for the university, its endowment, aid, or support, when received by the State treasurer shall be at once credited to the proper fund, and if received as part of the general fund shall be forthwith transferred by warrant to the proper university account, and shall all thenceforth be held solely for the respective uses to which the same is by law appropriated, and shall never be employed, diverted to, or paid out for any other use or purpose.

SEC. 384. The president of the university shall be president of the several faculties and the executive head of the instructional force in all its departments; as such he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigations of the several colleges, and so long as the interests of the institution require it he shall be charged with the duties of one of the professorships. The immediate government of the several colleges shall be intrusted to their respective faculties, but the regents shall have the power to regulate the courses of instruction and prescribe the books or works to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities or as they shall deem appropriate, and to confer upon the faculty by by-laws the power to suspend or expel students for misconduct or other cause prescribed in such by-laws. (1866, 1869.)

SEC. 385. The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with literary, scientific, industrial, and professional pursuits, and to this end it shall consist of the following colleges or departments, to wit:

1. The college of letters and science.
2. The college of mechanics and engineering.
3. The college of agriculture.
4. The college of law.

5. Such other colleges, schools, or departments as now are or may from time to time be added thereto or connected therewith.

SEC. 386. The college of letters and science shall embrace liberal courses of instruction in language, literature, philosophy, and science, and may embrace such other branches as the regents of the university shall prescribe. The college of mechanics and engineering shall embrace practical and theoretical instruction in the various branches of mechanical and engineering science and art, and may embrace such additional branches as the regents may determine. The college of agriculture shall embrace instruction and experimentation in the science of agriculture and in those sciences which are tributary thereto, and may embrace such additional branches as the board of regents shall determine. The college of law shall consist of courses of instruction in the principles and practices of law, and may include such other branches as the regents may determine.

SEC. 387. The university shall be open to female as well as to male students, under such regulations and restrictions as the board of regents may deem proper; and all able-bodied male students in whatever college therein may receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the State. Any person who has graduated from a regular collegiate course at the university and after such graduation shall furnish evidence to the State superintendent of good moral character and of successful teaching for one

school year in a public school of this State, may have his diploma countersigned by said superintendent, which shall then have the force and effect of a limited State certificate, subject to the exercise of the power vested in the State superintendent to revoke the right given by his signature to such diploma. (1866, 1867, 1878, 1895.)

SEC. 388 [as amended by Laws, 1901, chapter 344]. No student who shall have been a resident of the State for one year next preceding his admission at the beginning of any academic year shall be required to pay any fees for tuition in the university except in the law department and for extra studies. The regents may prescribe rates of tuition for any pupil in the law department, or who shall not have been a resident as aforesaid, and for teaching extra studies. Attendance at the university shall not of itself be sufficient to effect a residence.

SEC. 389 [as amended by Laws, 1903, chapter 260]. For the support and endowment of the university there is annually and permanently appropriated:

1. The university fund income and all other sums of money appropriated by law to such fund.

2. The agricultural college fund income.

3. All such contributions as may be derived from public or private bounty.

The entire income of all said funds shall be placed at the disposal of the board of regents, thenceforth to be independent and distinct of the accounts of the State and for the support of the aforesaid colleges or departments of arts, of letters, and such other colleges and departments as shall be established in or connected with the university; but all means derived from other public or private bounty shall be exclusively devoted to the specific objects for which they shall have been designed by the grantor: and all gifts, grants, bequests, and devises for the benefit or advantage of the university or any of its departments, colleges, schools, halls, observatories, or institutions, or to provide any means of instruction, illustration, or knowledge in connection therewith, whether made to trustees or otherwise, shall be legal and valid and shall be executed and enforced according to the provisions of the instrument making the same, including all provisions and directions in any such instrument for accumulation of the income of any fund or rents and profits of any real estate without being subject to the limitations and restrictions provided by law in other cases; but no such accumulation shall be allowed to produce a fund more than twenty times as great as that originally given. All such gifts, grants, devises, or bequests may be made to the regents of the university or to the president or any officer thereof, or to any person or persons as trustees, or may be charged upon any executor, trustee, heir, devisee, or legatee, or made in any other manner indicating an intention to create a trust, and may be made as well for the benefit of the university or any of its chairs, faculty, departments, colleges, schools, halls, observatories, or institutions, or to provide any means of instruction, illustration, or knowledge in connection therewith, or for the benefit of any class of students at the university or in any of its departments, whether by way of scholarship, fellowship, or otherwise, or whether for the benefit of students in any course, subcourse, special course, post-graduate course, summer school or teachers' course, oratorical or debating course, laboratory, shop, lectureship, drill, gymnasium, or any other like division or department of study, experiment, research, observation, travel, or mental or physical improvement in any manner connected with the university, or to provide for the voluntary retirement of any of its faculty. And it shall not be necessary in case of any such gift, grant, devise, or bequest to exactly or particularly describe the members of the class, group, or nationality of students intended to be the beneficiaries, but it shall be sufficient to describe the class or group; and in case of any such gift, grant, devise, or bequest the regents shall divide and graduate the students at the university into such classes or divisions as may be necessary to select and determine those belonging to the class intended by such gift, grant, devise, or bequest, and shall determine what particular persons are within or intended by the same. It shall be sufficient in any such gift, grant, devise, or bequest to describe the beneficiaries as belonging to a certain course, subcourse, department, or division of the university, or as those pursuing certain studies, speaking or writing a certain language or languages, belonging to any nationality or nationalities, or to one of the sexes, or by any other description, and in such case the regents shall determine the persons so described as hereinbefore provided.

SEC. 390 [as amended by Laws, 1899, chapter 170, and Laws, 1901, chapter 322]. There shall be levied and collected annually a State tax amounting to the sum of \$389,000, which amount when so levied and collected is annually appropriated to the university fund income to be used as a part thereof for current or administration expenditures, and for the construction in the order of the greatest need thereof of such additional buildings and works and the enlargement and repair of

buildings and works as in the judgment of the regents shall be absolutely required and can be completed within the appropriations so made: *Provided*, That \$40,000 of the said annual appropriation shall be applied annually to the uses of the college of agriculture; also that \$22,500 thereof shall be applied annually to the uses of the college of mechanics and engineering; also that \$3,500 thereof shall be applied annually to the uses of the new school of commerce; also that \$2,000 thereof shall be applied annually to the uses of the summer school of science, literature, language, and pedagogy in connection with the university, authorized by section 392a; also that \$1,000 thereof shall annually be applied to the purchase of books for the use of the law library of the university; and also that \$13,000 of the said annual appropriation shall annually be applied and used in adding facilities for and establishing and maintaining courses of instruction in railway and electrical engineering in the university. The commissioners of public lands may direct the State treasurer from time to time to set apart by way of loan to the fund known as the university fund income for university uses from uninvested moneys in the trust funds for the period while so uninvested, such amount not exceeding at any time the sum of \$75,000, as in their judgment shall be prudent, such loans to be repaid to the trust funds from the appropriation hereinbefore made to the university fund income, with interest at the rate then required on deposits made pursuant to sections 160a to 160f, inclusive.

SEC. 391. The sum of \$3,000 shall be set apart annually from the receipts of the tax first mentioned in the preceding section for the maintenance of the astronomical observatory on the university grounds, to be expended by the regents in astronomical work and instruction. And a like sum is annually appropriated out of the general fund to the board of regents for the purpose of enabling said board to employ and maintain a director of the Washburn Observatory. (1876.)

SEC. 392. The regents shall each receive the actual amount of his expenses in traveling to and from and in attendance upon all meetings of the board or incurred in the performance of any duty in pursuance of any direction of the board. Accounts for such expenses, duly authenticated, shall be audited by the board and be paid on their order by the treasurer out of the university fund income. No regent shall receive any pay, mileage, or per diem except as above prescribed. (1866.)

SEC. 392a. The board of regents may maintain the summer school of science, literature, language, and pedagogy heretofore established in connection with the university: *Provided*, That all teachers employed therein shall be designated by the State superintendent and the president of the university.

General laws, 1863, chapter 265: SECTION 1. The lands, rights, powers, and privileges granted to and conferred upon the State of Wisconsin by an act of Congress * * * approved July 2, 1862, are accepted by the State of Wisconsin upon the terms, conditions, and restrictions contained in said act of Congress.^a (April 2, 1863.)

Laws, 1885, chapter 9, as amended by Laws, 1887, chapter 62: SECTION 1. The board of regents of the State university is hereby authorized to hold institutes for the instruction of citizens of this State in the various branches of agriculture. Such institutes shall be held at such times and at such places as said board may direct. The said board shall make such rules and regulations as it may deem proper for organizing and conducting such institutes, and may employ an agent or agents to perform such work in connection therewith as they deem best. The course of instruction at such institutes shall be so arranged as to present to those in attendance the results of the most recent investigations in theoretical and practical agriculture.

SEC. 2. For the purposes mentioned in the preceding section the said board may use such sum as it may deem proper, not exceeding the sum of \$12,000 in any one year, from the general fund, and such amount is hereby annually appropriated for that purpose. (March 16, 1887.)

Laws, 1889, joint resolution No. 5: We hereby accept in behalf of the State of Wisconsin the grant of all moneys and all benefits accruing under the act of Congress known as the agricultural experiment station bill, approved March 2, 1887, for the use of the agricultural experiment station of the University of Wisconsin, and we designate the regents of the said university to receive the same.

The governor is hereby requested to forward a certified copy of these resolutions to the Secretary of the Treasury of the United States.

Laws, 1891, joint resolution No. 3: Legislative assent be and is hereby given to the purposes and provisions of an act of Congress approved August 30, 1890,

^aThe income from this land grant was appropriated to the University of Wisconsin by an act of the legislature approved April 12, 1863.

* * * this resolution being intended to constitute the legislative assent required by section 2 of said act.

Laws, 1901, chapter 97: SECTION 1. * * * The several boards having control of the charitable and penal and educational institutions of the State, including the normal schools and State university, shall, on or before the 10th day of January in each odd-numbered year, make and deliver to the governor a brief, succinct, detailed report of all receipts and expenditures in their respective offices, boards, bureaus, or departments for the biennial term ending the first Monday of January.

SEC. 2. The * * * regents of State university and normal schools shall in each odd-numbered year, on or before the 10th day of January, make and deliver to the governor in tabular form a complete, concise, and detailed report of the expenses of conducting such * * * normal schools and State university for each year of the biennial term, ending on the first Monday in January preceding the date of such report, and shall accompany such report with a like detailed statement or report of the receipts and expenses of conducting such office, bureau, or department for the corresponding years of the two preceding biennial terms. (March 28, 1901.)

Laws, 1903, chapter 344: SECTION 1. There shall be levied and collected annually an additional State tax amounting to the sum of \$48,500, which amount when so levied and collected is annually appropriated to the university-fund income, to be used as a part thereof, for current expenditures: *Provided*, That \$7,500 thereof shall be applied annually to the uses of the college of agriculture, \$7,500 thereof to the uses of the college of engineering, \$4,000 thereof to the uses of the school of commerce; \$5,000 thereof in aid of the premedical course of instruction, \$17,000 thereof to other uses of the college of letters and science, and \$7,500 for domestic science and allied subjects: *And provided*, That in applying the same the regents may adjust the expenditures to the varying needs of different years.

SEC. 2. There shall be levied and collected annually for the period of two years an additional State tax amounting annually to the sum of \$7,500, which amount when so levied and collected is for the period aforesaid appropriated to the university-fund income of the University of Wisconsin for the purchase of books for the university library.

SEC. 3. There is hereby appropriated annually for the period of two years from the general fund of the State, out of any moneys not otherwise appropriated, the sum of \$100,000 to the university-fund income of the University of Wisconsin [for certain specified purposes].

SEC. 4. There is hereby appropriated annually for the period of two years from the general fund of the State, out of any moneys not otherwise appropriated, the additional sum of \$5,500 to the university-fund income of the University of Wisconsin for uses and purposes as follows, to wit: [\$2,500 annually for investigation of the cranberry industry of the State; \$1,500 annually for investigations on tobacco; \$1,500 annually for a hygienic laboratory]. (May 20, 1903.)

WYOMING.

Constitution (1889), article 7: SEC. 15. The establishment of the University of Wyoming [act of March 4, 1886] is hereby confirmed, and said institution, with its several departments, is hereby declared to be the University of the State of Wyoming. All lands which have been heretofore granted or which may be granted hereafter by Congress unto the University as such, or in aid of the instruction to be given in any of its departments, with all other grants, donations, or devises for said university, or for any of its departments, shall vest in said university, and be exclusively used for the purposes for which they were granted, donated, or devised. The said lands may be leased on terms approved by the land commissioners, but may not be sold on terms not approved by Congress.

SEC. 16. The university shall be equally open to students of both sexes, irrespective of race or color; and in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.

SEC. 17. The legislature shall provide by law for the management of the university, its lands, and other property by a board of trustees, consisting of not less than seven members, to be appointed by the governor, by and with the advice and consent of the senate, and the president of the university and the superintendent

of public instruction, as members ex officio, as such having the right to speak, but not to vote. The duties and powers of the trustees shall be prescribed by law.

[The following matter is taken from the "Revised Statutes of Wyoming. In force December 1, 1899." Revised, compiled, edited, and published by J. A. Van Orsdel and Fenimore Chatterton. Laramie, Wyo., 1899.]

SEC. 485. There is established in this State, at the city of Laramie, an institution of learning under the name and style of "The University of Wyoming." (1890-91.)

SEC. 486. The objects of such university shall be to provide an efficient means of imparting to young men and young women, without regard to color, on equal terms, a liberal education, together with a thorough knowledge of the various branches connected with the scientific, industrial, and professional pursuits. To this end it shall embrace colleges or departments of letters, of science, and of the arts, together with such professional or other departments as in course of time may be connected therewith. The department of letters shall embrace a liberal course of instruction in language, literature, and philosophy, together with such courses or parts of courses in the college or department of science as are deemed necessary. (1890-91.)

SEC. 487. The college or department of science shall embrace courses of instruction in the mathematical, physical, and natural sciences, together with such courses in language, literature, and philosophy as shall constitute a liberal education. The college or department of the arts shall embrace courses of instruction in the practical and fine arts, especially in the applications of science to the arts of mining and metallurgy, mechanics, engineering, architecture, agriculture, and commerce, together with instruction in military tactics, and in such branches in the department of letters as are necessary to a proper fitness of students for their chosen pursuits, and as soon as the income of the university will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their practical applications shall be expanded into full and distinct schools or departments. (1890-91.)

SEC. 488. The government of the university shall vest in a board of nine trustees to be appointed by the governor, three, and only three, of whom shall at all times be residents of the county of Albany, together with the president of the university and the State superintendent of public instruction as members ex officio, as such having the right to speak, but not to vote. (1890-91.)

SEC. 489. The term of office of the trustees appointed shall be six years. During each session of the legislature the governor shall nominate and, by and with the advice and consent of the senate, appoint successors to the three trustees whose term of office shall have expired or will expire before the next session of the legislature. Any vacancy in the board of trustees caused by death, resignation, removal from the State, or otherwise, shall be filled by appointment to be made by the governor, which appointment shall continue until the next session of the legislature, and no longer, but no member of the faculty while holding that position shall ever be appointed a trustee. (1890-91.)

SEC. 490. The board of trustees and their successors in office shall constitute a body corporate by the name of "The Trustees of the University of Wyoming." They shall possess all the powers necessary or convenient to accomplish the objects and perform the duties prescribed by law, and shall have the custody of the books, records, buildings, and all other property of the university. The board shall have power to elect a president, secretary, and treasurer, who shall perform such duties as are prescribed in the by-laws of the board. The treasurer shall execute such bond, with approved sureties in double the sum likely to come into his hands, for the faithful discharge of his duties as the board shall require. The term of office of said officers, their duties severally, and the times for holding meetings shall be fixed in the by-laws of the board. A majority of the board shall constitute a quorum for the transaction of business, but a less number may adjourn from time to time, and all routine business may be entrusted to an executive committee of three members, subject to such conditions as the by-laws of the board shall prescribe. The actual and necessary traveling expenses of nonresident members in attending the annual meeting of the board may be audited by the auditing committee thereof and paid by warrant on the treasurer out of the general fund of the university. (1890-91.)

SEC. 491. The board of trustees shall prescribe rules for the government of the university in all its branches, elect the requisite officers, professors, instructors, and employees, any of whom may be removed for cause, as well as fix the salary and term of office of each, prescribe the studies to be pursued and the text-books to be used, and determine the qualifications of applicants for admission to the vari-

ous courses of study; but no instruction either sectarian in religion or partisan in politics shall ever be allowed in any department of the university, and no sectarian or partisan test shall ever be exercised or allowed in the appointment of trustees, or in the election or removal of professors, teachers, or other officers of the university, or in the admission of students thereto, or for any purpose whatsoever. The board of trustees shall also have power to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate; through by-laws to confer upon the faculty the power to suspend or expel students for causes therein prescribed; to possess and use for the benefit of the institution all property of the university; to hold, manage, lease, or dispose of, according to law, any real or personal estate, as shall be conducive to the welfare of the institution; to expend the income placed under their control, from whatever source derived, and, finally, to exercise any and all other functions properly belonging to such a board and necessary to the prosperity of the university in all its departments. (1890-91.)

SEC. 492. At the close of each scholastic year (June 30) the trustees of the University of Wyoming, through their president, shall make a report in detail to the governor, exhibiting the progress, condition, and wants of the university, and of each school and department thereof, the course of study in each, the number of professors and students, together with the nature, costs, and results of important investigations, and such other information as they deem important, or as may be required by any law of this State or of the United States. Accompanying such report, and as a part thereof, the secretary and treasurer of the board of trustees shall unite in an itemized report showing the amount of receipts and disbursements for the year as had and made by said board, showing the appropriation resolution for that year, showing clearly the purposes for which the same have been expended, and the amount thereof expended upon each school or department of work, including the experiment station. Such reports are to be printed, and not less than 100 copies thereof filed with the secretary of state for distribution among the members of the legislature and other public officers. (1899.)

SEC. 493. The president and professors of the university shall be styled "the faculty," and shall have power, as such body, to enforce the rules and regulations adopted by the trustees for the government of students, to reward and censure students as they may deserve, and generally to exercise such discipline, in harmony with the said regulations, as shall be necessary for the good order of the institution; to present to the trustees for degrees and honors such students as are entitled thereto, and in testimony thereof, when ordered by the board, suitable diplomas, certificates, or other testimonials, under seal of the university and the signatures of the faculty. When, in course of time, distinct colleges or departments of the university are duly organized and in active operation, the immediate government of such departments shall, in like manner, be intrusted to their respective faculties. (1890-91.)

SEC. 494. The president of the university shall be president of the several faculties and the executive head of all the departments. As such, subject to the board of trustees, he shall have authority to give general direction to the instruction and investigations of the several schools and departments, and, so long as the interests of the institution require it, he may be charged with the duties of one of the professorships. (1890-91.)

SEC. 495. The secretary of the board of trustees of the University of Wyoming shall be required, before entering upon the duties of said office, to take the oath of office provided for elective officers under the Constitution of the State. (1897.)

SEC. 496. The secretary of the board of trustees of the University of Wyoming is hereby authorized to administer oaths and affirmations to any person or persons, in connection with the business of the said University of the State of Wyoming. (1897.)

SEC. 497. To the end that none of the youth of the State who crave the benefits of higher education may be denied, and that all may be encouraged to avail themselves of the advantages offered by the university, tuition shall be as nearly free as possible, and it shall be wholly free to such students from each county as are selected and appointed by the board of county commissioners therein. (1890-91.)

SEC. 498. After any student has been graduated from either of the chief departments of the university and received the degree of bachelor of arts, of letters, of philosophy, or of science, and has had a subsequent experience as a successful teacher of a public school in Wyoming for a period of one school year, the State superintendent of public instruction shall have authority to countersign the diploma of such teacher after such examination as to moral character, learning, and ability to teach as to the said superintendent may seem proper, and such

graduate so tested shall, after his diploma has been so countersigned by the State superintendent as aforesaid, be deemed qualified to teach any of the public schools of this State, and the diploma so countersigned shall be his certificate of such qualification until annulled by the State superintendent of public instruction. (1890-91.)

SEC. 499. The University of Wyoming having been designated by the Secretary of the Interior as the proper institution to receive and expend the moneys appropriated by an act of Congress approved August 30, 1890, * * * until such time as there may be an agricultural college established in this State separate and apart from said University of Wyoming, assent is hereby given to all the terms and conditions of the said act of Congress and the grants of money authorized and made by said act are hereby assented to and accepted by the State of Wyoming. The treasurer of the State of Wyoming is hereby designated as the proper officer to accept and receive said moneys so granted by said act of Congress, and to disburse the same in accordance with the provisions of section 2 of the said act of Congress. (1890-91.)

SEC. 500. The University of Wyoming having been designated by the Secretary of the Interior as the proper institution to receive and expend the moneys appropriated by an act of Congress approved August 30, 1890, * * * until such time as there may be an agricultural college established in this State separate and apart from the said University of Wyoming, assent is hereby given to all the terms of and conditions of said act of Congress, and grants of money authorized and made by said act, by the act of March 2, 1887, relative to the establishment of agricultural experiment stations, or any other act for like purposes, are hereby assented to and accepted by the State of Wyoming. Except where other designation is made by Congress all moneys granted or donated by Congress in aid of scientific instruction or experimentation and set apart by the legislature for such use by the University of Wyoming shall be accepted and received by the State treasurer, and by him placed at the disposal of the board of trustees of the said university by transfer to the treasurer of said board for disbursement in accordance with the provisions of the act or acts of Congress aforesaid. (1890-91.)

SEC. 501. There shall be appropriations made by the legislature of the moneys intended for the support and maintenance of the University of Wyoming, and such appropriations shall specify as nearly and accurately as the same can be done the specific purposes for which such moneys are intended and may be used. Such appropriations shall apply to and include all moneys received by the university from the United States for the endowment and support of colleges for the benefit of agriculture and mechanic arts, but moneys so received from the United States shall be appropriated, applied, and used solely for the purpose specified in the acts of Congress regulating the same. No expenditure shall be made in excess of such appropriation, and no moneys so appropriated shall be used for any purpose other than that for which they are appropriated. (1895.)

SEC. 502. The moneys received under an act of Congress approved March 2, 1887, * * * shall be appropriated, used, and expended pursuant to the provisions of this chapter and not otherwise. (1895.)

SEC. 503. The trustees of the university or college at Laramie, Wyo., in connection with which such experimental station is established, shall annually, by resolution, specifically appropriate and designate the uses to which such money shall be applied and the purposes for which the same shall be expended, such uses and purposes at all times to be within the use and purpose for which such money is donated under the acts of Congress regulating the same, and no part of such money shall be used or expended in any manner or for any purpose not covered by such appropriation, and no indebtedness shall be contracted or expenditure made in excess of such appropriation. (1895.)

[Sections 504-519 are omitted. They contain the first 17 sections of chapter 92 of the session laws of 1890-91 and relate to the establishment of "The Wyoming Agricultural College." By vote of the people in 1892 the college was located at Lander, Fremont County, but has not been organized.]

SEC. 520 [as amended by Laws, 1903, chapter 42]. During such time as the University of Wyoming shall be and remain the recipient of the funds donated by the United States Government to the State, under the act of Congress of March 2, 1887, establishing agricultural experiment stations, and the act of Congress of August 30, 1890, applying certain moneys in aid of agricultural colleges, and all acts of Congress amendatory thereof and supplemental thereto, the treasurer of the State shall invest, in the same class of securities and at the same rate of interest as provided by law for State funds, all moneys in his hands derived or arising

from the sale of the lands, or any of them, donated to this State by Congress for the use and support of an agricultural college, such securities to be approved as other loans of State moneys are approved, except that in addition thereto they shall be approved by the president or the vice-president of the board of trustees of the State university: *Provided, however,* That no profit or interest from such loans or investments shall be paid over for the support of said institution, as hereinafter provided, until all loss or losses, if any, out of the principal of said funds, shall be made good and restored out of said profits and interest; said loans or investments to be made in the name of the State of Wyoming, the profit and interest upon or derived from such loans or investments to be paid into the treasury of the State, for use as provided by section 522. Revised Statutes of 1899; this section to apply to all moneys that may in any way become a part of the agricultural college permanent land fund.

SEC. 522. The net interest and profit received and derived from any loan or investment made in pursuance of the authority conferred by the last preceding section [520] after all loss or losses have been made good as aforesaid shall at all times be available for use, and may be used by the board of trustees of said university for any purpose connected with the supporting and maintenance of the agricultural college at the University of Wyoming not inconsistent or in conflict with any act of Congress herein referred to or any act amendatory thereof or supplemental thereto. (1899.)

Laws, 1903, chapter 42: SECTION 1. [This is section 520 above.]

SEC. 2. The moneys now in the agricultural college land income fund, in the hands of the State treasurer, are hereby constituted a permanent fund, to be known as "The agricultural college permanent fund of 1903," and the same is to be loaned or invested in the manner described by section 1 of this act, or in whatever manner may be designated by law.

SEC. 3. All moneys hereafter arising from the rentals of lands, known as "agricultural college lands," the interest and profits derived from the investment of the "agricultural college permanent land fund," and the interest and profits derived from the investment of the "agricultural college permanent fund of 1903" are hereby appropriated and made available for use and may be used by the board of trustees of the University of Wyoming for any purpose connected with the supporting and maintenance of the agricultural college at the University of Wyoming not inconsistent or in conflict with any act of Congress referred to or any act amendatory or supplemental thereto; said funds to be paid by the State treasurer to the treasurer of the board of trustees of the State University upon the warrant of the State auditor, to be issued upon request of said board of trustees. (February 19, 1903.)

CHAPTER III.

EDUCATION IN GREAT BRITAIN AND IRELAND—1903.

Great Britain and Ireland, constitutional monarchy; area, England and Wales, 58,186 square miles; population, 32,526,075 in 1901. Scotland, 22,829 square miles; population (estimated, 1899), 4,281,850. Ireland, 32,583 square miles; population (estimated, 1896), 4,533,516.

Information on education in Great Britain in previous Reports.

Title of article.	Report of—	Pages.
Detailed view of the educational system in England	1883-89	78-111
Religious and moral training in public elementary schools, England and Wales.	1888-89	438-457
Brief view of the educational system, with current statistics	1889-90	237-248
Educational system of Scotland	1889-90	187-236
Elementary education in London and Paris	1889-90	263-280
Brief view of systems of England and Scotland, with current statistics and comparison with 1876 (England); 1889 (Scotland)	1890-91	125-134
Provisions for secondary and for technical instruction in Great Britain	1890-91	135-150
Educational system of Ireland	1890-91	151-164
Elementary education in Great Britain and Ireland, 1892	1891-92	97-104
Technical instruction in Great Britain	1891-92	105-137
Elementary education in Great Britain	1892-93	203-208
Religious instruction under the London school board	1892-93	208-218
Great Britain and Ireland, educational statistics and movements, 1893	1893-94	165-185
Educational systems of England and Scotland, with statistics and movements, 1893-94	1894-95	257-273
The English educational bill of 1896	1895-96	79-121
Education in Great Britain and Ireland, 1895-96, with detailed statements of the development of the English system	1895-96	123-135
Education in Great Britain and Ireland: Statistics, legislation, 1870-1897	1896-97	3-14
Elementary education in London	1896-97	15-27
Education in Great Britain and Ireland: Recent measures pertaining to the administration of the system; to the improvement of the teaching force; the extension of the curriculum—Proposals respecting secondary education—Universities and university colleges	1897-98	133-167
Brief conspectuses of the systems of elementary education in England, Wales, Scotland, and Ireland, with current and comparative statistics—Details of the current movements in England, with especial reference to recent legislation—Review of recent university movements	1898-99	3-65
Education in Great Britain and Ireland: Current statistics; statistical review, 1870-1899—Board of education; organization and scope—University movements	1899-1900	1167-1204
Education in Great Britain and Ireland: Statistics, current and retrospective; measures affecting higher grade and evening schools—Status of secondary education—Statistics of universities and university colleges—The Government Education Bill, by E. Lyulph Stanley—A National System of Education, by Cloudesley Brereton—The royal commission on the state of university education in Ireland, paper by Judge O'Connor Morris	1900-1901	939-1008
Education in Great Britain and Ireland: Current statistics—Elementary education (England); retrospective statistics; the education law of 1902, reactionary and progressive tendencies; text of the law; opinions on: James Bryce, M. P., London Times; D. C. Lathbury, T. J. Macnamara—Historical survey of secondary education in England, with statistics and typical programmes—State of secondary education in Scotland and Ireland—Higher education in Great Britain and Ireland; statistics and current notes	1902	1001-1067

TOPICAL OUTLINE.

Current educational statistics, Great Britain and Ireland.

Elementary education.—Brief conspectus of the system of education in England as organized under the law of 1902.—Conspectus of the Scotch system.—Salient features of progress in elementary education.—The present educational ferment making for larger opportunities for the common people.—The educational problem involved with political issues in England.—Passive resistance to the education law of 1902.—Progressive aspects of the law.—The new law for London: Original draft, changes effected by the opposition.—London as an administrative area.—Criticism of the law by Dr. Macnamara, James Bryce, and others.—Final text of the law.—Retrospective tables.

Secondary and technical education.—England: New classification of schools under the law of 1902; statistics of evening and of science and art schools for 1902-3; secondary schools accepting Government inspection; local administration of technical education.

Scotland: Inspected secondary schools; application of Government grants for secondary and technical education; present needs of secondary education in England and Scotland; Mr. Acland, M. P., on the situation in England.

Universities and university colleges in Great Britain.—Increasing influence of universities.—Recent foundations: The transformed London University; Birmingham University; the university colleges, number, character, and scope.—Proposed technical university for London.—University statistics, 1897-1902 (Ireland included).

Education in Ireland.—System of national education (elementary), brief conspectus.—Schools of the Christian Brothers.—Statistics, current and retrospective.

Secondary and technical education: Scope of the International Education Board; report of temporary inspectors.—Administration of technical education.

The university problem in Ireland, report and recommendations of the royal commission.—Historical outline of universities in Ireland.—Dublin University votes to admit women.

Summary of current educational statistics, Great Britain and Ireland.

Sources of information.	Institutions.	Date of report.	Registered students or pupils.	Professors or teachers.	Expenditure.
GREAT BRITAIN.					
<i>England and Wales.</i>					
Statesman's Year-book, 1903.	Universities:				
	Oxford (22 colleges, 5 halls, and noncollegiate students).	1902	3,538	-----	-----
	Cambridge (17 colleges, 1 hotel, and noncollegiate students).	1902	2,878	-----	-----
	Durham	1902	823	90	-----
	London	1902	5,880	844	-----
	Victoria (3 colleges)	1902	3,249	2,575	-----
	Birmingham	1902	664	83	-----
	University of Wales (3 colleges)	1902	1,417	131	-----
	University colleges	1902	5,970	-----	-----
	University colleges for women	1902	436	-----	-----
Official report, 1902-3.	Elementary day schools	1902	5,881,278	150,884	\$65,025,810
	Night schools	1902	527,729	-----	-----
	Training colleges for elementary teachers	1902	6,077	-----	-----
<i>Scotland.</i>					
Statesman's Year-book, 1903.	Universities:				
	Aberdeen (1 college)	1902	788	60	-----
	Edinburgh (1 college)	1902	2,918	108	-----
	Glasgow (1 college)	1902	2,120	117	-----
	St. Andrews (3 colleges)	1902	466	76	-----
	Glasgow Technical College	1902	596	-----	-----
Official report, 1901-2.	Elementary day schools	1901	767,421	-----	-----
	Higher-grade schools	1901	3,270	-----	-----
	Night schools	-----	87,599	-----	-----
	Training colleges for elementary teachers	-----	1,492	-----	-----
IRELAND.					
Statesman's Year-book, 1903.	Universities:				
	Dublin (1 college)	1902	1,019	80	-----
	Belfast, Queen's College	1902	348	-----	-----
	Cork, Queen's College	1902	182	-----	-----
	Galway, Queen's College	1902	97	-----	-----
	University College, Dublin	1902	186	20	-----
Official report, 1902...	Elementary day schools	1901	^a 754,028	12,798	6,071,740
	Night schools	1901	18,954	-----	-----
	Training schools for elementary teachers	1901	980	-----	-----
GREAT BRITAIN AND IRELAND.					
Official report, 1902-3.	Science schools and classes	1902	174,692	-----	} ^b 2,496,165
	Art schools and classes	1902	125,597	-----	

^a Average enrollment.

^b Grants by board of education.

BRIEF CONSPECTUS OF ELEMENTARY EDUCATION IN ENGLAND.

The system of public elementary education in England is in the process of transition from the basis established by the law of 1870 to that of 1902, which went into operation March 26, 1903.

The new conditions established by the law of 1902 relate almost exclusively to the local administration of schools. The provisions of the law of 1870 and subsequent amending laws are continued in force excepting so far as they are explicitly annulled by the law.

Local authorities.—The local authorities in charge of elementary schools are county and county borough councils, replacing the former elected school boards, and having general charge of (1) board schools, henceforth to be known as provided schools, and (2) voluntary (i. e., chiefly church) schools, to be known as non-provided. The county councils become the local agents for the disbursement of the Government grant for elementary education. The councils are further empowered to raise the additional moneys required for the maintenance of elementary schools by local taxes, which are henceforth to be applied to both the provided and the nonprovided schools.

The educational functions of the councils, excepting that of raising school money by taxation, may be delegated to education committees constituted under schemes formed by the respective councils and approved by the board of education (central authority, substituted by law of 1899 for the committee of council on education^a). Every scheme for the formation of an education committee must provide for the appointment by the council of a majority of the members of the committee and for the inclusion of women in the committee.

Where the local education authority is a county council, all public elementary schools must have a body of managers, to be constituted by the local authority. In the case of nonprovided (i. e., church schools), these managers must include foundation managers, not exceeding four (excepting in special cases), and managers appointed by the local authority, in the proportion of two to every four foundation managers.

The managers of a nonprovided school must carry out any directions of the local education authority as to the secular instruction to be given in the school, including any directions with respect to the number and educational qualifications of the teachers to be employed for such instruction, and for the dismissal of any teacher on educational grounds, but if the managers fail in these respects then the local education authority shall have the power themselves to carry out the direction in question as if they were the managers; but no direction given under this provision shall be such as to interfere with reasonable facilities for religious instruction during school hours.

It is expressly provided that the local education authority shall have power to inspect nonprovided schools and that its consent shall be required to the appointment and dismissal of teachers, but the councils may not withhold consent to the appointment nor interfere with the dismissal of teachers on religious grounds. Moreover, in nonprovided schools "assistant teachers and pupil teachers may be appointed, if it is thought fit, without reference to religious creed and denomination. [Head teachers are appointed independently of the local authorities and are naturally chosen on denominational grounds.] In any case in which there are

^aIn the reorganization of the department of education Mr. R. L. Morant becomes secretary to the board of education, replacing Sir G. W. Kekewich, who resigned the position November, 1902. On the 12th of May, 1903, Mr. Michael E. Sadler resigned the position of director of special inquiries and reports, which he had held from its establishment in 1895. This action was taken by Mr. Sadler on account of proposals on the part of the board of education which, in his judgment, would impair the scientific value and thoroughness as well as the practical efficiency of the work of his office. In June following Dr. H. F. Heath, academic registrar of the university of London, was appointed to the vacant directorship.

more candidates for the post of pupil teacher than there are places to be filled, the appointment shall be made by the local education authority, and they shall determine the respective qualifications of the candidates by examination or otherwise."

Religious instruction.—In provided schools no sectarian instruction is allowed. Nonprovided or denominational schools are prohibited by a conscience clause from forcing religious instruction upon children whose parents object to the same.

Compulsory school attendance.—The provisions with respect to compulsory school attendance are unchanged. Every local authority is obliged to make by-laws under which the upper limit of age for compulsory attendance must not be less than 12 years, and at the discretion of the local authorities may be raised to 14 years.

Sources of support for elementary schools.—The Government grant, which furnishes at present very nearly half the support of elementary schools, is applied on the same conditions to provided and nonprovided schools. The balance of the support for both classes of schools is provided by local taxes. In the case of a nonprovided (i. e., denominational) school in which fees have hitherto been charged the local authority shall, "while they continue to allow fees to be charged in respect of that school, pay such proportion of those fees as may be agreed upon, or, in default of agreement, determined by the board of education and the managers."

Free tuition.—In the third schedule of the law it is declared that "the duty of a local education authority under the education acts 1870 to 1902, to provide a sufficient amount of public school accommodation, shall include the duty to provide a sufficient amount of public school accommodation without payment of fees in every part of their area."

Definition of elementary school.—The law declares that—

The expression "elementary school" shall not include any school carried on as an evening school under the regulations of the board of education.

The power to provide instruction under the elementary education acts 1870 to 1900 shall, except where those acts expressly provide to the contrary, be limited to the provision in a public elementary school of instruction given under the regulations of the board of education to scholars who, at the close of the school year, will not be more than 16 years of age: *Provided*, That the local education authority may, with the consent of the board of education, extend those limits in the case of any such school if no suitable higher education is available within a reasonable distance of the school.

[Higher elementary schools] are organized for the purpose of providing more advanced instruction than can be given in the ordinary elementary schools for children between 10 and 15 years of age who are certified by an inspector of the board as qualified to profit by such instruction. The special object which they have in view is to qualify the children taught in them to enter any of those callings in which scientific methods have to be employed. With this intention the course of instruction, though not exclusively scientific, is based on science, and all the scholars are trained to make accurate measurements and to perform and record simple experiments. One foreign language and elementary mathematics are included in the curriculum, while careful attention is given to drawing. The course of instruction extends over four years.

Twenty-nine such schools have been recognized by the board of education, having in 1901-2 an average attendance of 7,364 pupils, of whom 450 were over 15 years of age, and therefore can not be included in estimating the amount of Government grant to be applied to the schools.

The number of certificated teachers was 265, of whom 36 were graduates. There were also 8 graduates who were not certificated, 6 assistant teachers, and 61 teachers of special subjects, making up a total of 340. The principal teachers received an average salary of £292 14s. 5d.

In the 24 board schools of this class inspected during the year the average cost of maintenance per pupil was £7 18s. 3½d., and in the one voluntary school, £4 19s. 8d.

The 65 training colleges for elementary school-teachers (20 for men, 33 for women, and 13 for both men and women) under inspection by the board of education and in receipt of Government grants are also included under the general head of elementary education.

Higher education.—The local education authorities are empowered—

To supply or aid the supply of education other than elementary, and to promote the general coordination of all forms of education, and for that purpose shall apply all or so much as they deem necessary of the residue of the liquor duties under section 1 of the local taxation (customs and excise) act, 1890, and shall carry forward for the like purpose any balance thereof which may remain unexpended, and may spend such further sums as they think fit: *Provided*, That the amount raised by the council of a county for the purpose in any year out of rates (local taxes) under this act shall not exceed the amount which would be produced by a rate of 2d. in the pound, or such higher rate as the county council, with the consent of the local government board, may fix.

Government inspection.—The Government supervision of elementary schools is maintained by an inspectorial service, which has been reorganized in connection with the general changes in administration consequent upon the passage of the law of 1903. The official report says:

Hitherto there has been a senior chief inspector in charge of the metropolitan division and 11 chief inspectors, of whom nine were in charge of the other divisions of England and Wales, and the other two were inspectors of training colleges. The chief inspector, who under the new arrangement takes the place of senior chief inspector, is not attached to any district or division, but has general control over the whole inspectorate of elementary schools and is the channel of communication between the inspectorate and the board. The officers hitherto known as chief inspectors will now be entitled divisional inspectors. They will as before be eleven in number, and each of them will be in charge of a geographical division continuous with the area of a group of local education authorities. Each divisional inspector will be to a large extent responsible for the inspection of the training colleges within his division. He will be required to supervise in a more specific and effective manner than has hitherto been the case the work of all the district inspectors in his division, and the district assigned to him for his direct inspection will be smaller than that hitherto intrusted to a chief inspector, in order that he may have time for carrying out the increased duties incident to the responsibilities of his post. He will be expected to make himself acquainted by frequent personal visits with the work of each of the inspectors of his division and to hold periodical conferences with all his inspectors, upon which he will furnish reports to the board through the chief inspector in regard to any matters which seem to suggest the desirability of administrative changes. Similarly the chief inspector will visit each divisional inspector as frequently as possible, and will also hold periodical conferences with them as a body, in order that he may be able to place at the disposal of the board the best information and advice which the inspectorate as a whole is in a position to afford. The administration of the board will be largely guided by the expert advice given them in the full sense of the responsibility involved and with full knowledge of local circumstances by the body of inspectors.^a

It is also expected that the local authorities, or, in particular, the local education committees, will come into close relations with the inspectors and will be guided in a measure by their expert knowledge of the school conditions of their respective areas. The inspectorate thus organized pertains to elementary schools exclusively. The similar service for the higher grades of schools that the new law has brought into relation with the central authority has been provided for temporarily, but will probably be organized on a permanent basis in the near future.

^a The death of Sir Joshua G. Fitch, which occurred July 14, 1903, recalls his eminent service to English education by his conduct of the inspectorship, which he held for thirty-one years, the limit of the time allowed by the civil-service rules. Like Matthew Arnold, Sir Joshua Fitch was frequently called from his post to serve on special commissions both at home and abroad. His reports of these special investigations and his "Lectures on Teaching" have given him world-wide reputation.

BRIEF CONSPECTUS OF THE SYSTEM OF EDUCATION IN SCOTLAND.

The system of education in Scotland was organized by a law of 1872 on a basis similar to that of the English system as regards support from the public treasury and the Government inspection of schools. Scotland had, however, a system of public schools dating from a law of 1696, which required that a school be established in every parish. The country was thus prepared for a system of universal school boards as provided for by the law of 1872. The law differed also from the English law of 1870 in that, following the traditions of the old parish system, it made provision for both elementary and secondary schools. The latter did not share in the treasury grant, but by subsequent laws were allowed support from local taxes. Whereas compulsion has been gradually introduced into the English system, the Scotch law made education compulsory for all children between the ages of 5 and 13 (raised to 14 in 1883), or until a certificate of exemption should be secured. The standard or grade for exemption was made the fifth (law of 1878); the age for exemption is 12 (law of July, 1899).

A law just passed (1901) strengthens the compulsory measures without, however, changing the age limits.

Religious instruction in the schools of Scotland was left to local authorities, with the simple restriction of a conscience clause making the attendance of children at the religious exercises optional with the parents. A grant in lieu of fees (law of 1889) has had the effect of making the schools practically free schools.

In 1885 the Scotch education department arranged for the inspection of endowed and other secondary schools applying for the service. In 1888 the department established a leaving certificate for students who, on the completion of a course of secondary study, pass the certificate examination.

The number of secondary schools inviting inspection in 1902 was 95, of which 32 were higher class public schools, 25 endowed schools, and 38 private schools. The number of candidates for the leaving certificate in 1888 was 972; in 1901 it was 17,405.

A large number of university and professional authorities accept the certificate in lieu of such preliminary examinations as are held under their direction. Through the service of inspection and examination the secondary schools of Scotland have been brought into close relation with the education department.

Under the local taxation (customs and excise) act of 1890, and other acts providing for the application of public funds to secondary and technical education, the local authorities expended for these purposes in 1900-1901 the sum of £67,656 (\$338,000).

PROGRESS AS SHOWN BY RETROSPECTIVE TABLES.

The table introducing this chapter presents in summarized form the current statistics of education in Great Britain and Ireland. The significance of these summaries will be better comprehended by reference to the series of retrospective tables (pp. 247-253). These show the progress that has been made in the extension of school facilities and expenditure for popular education since the passage of the education laws of 1870 and 1872 for England and Scotland, respectively. With regard to Government supervision and aid, the two divisions of Great Britain were placed upon substantially the same basis, but tendencies derived from the conditions under which elementary education was conducted prior to the dates mentioned have given distinctive character and development to the two systems. As a radical change has just been made in the English system, it is this which here claims chief consideration. The alarming dearth of school accommodation in England and the prevalent ignorance of the masses, which led to the education law of 1870, have been happily overcome by the measures thus inaugurated. By reference to Table X, pp. 251-253, it will be seen that the school accommodation,

which in 1870 was equivalent to 8.5 per cent of the population, was in 1902 sufficient for 20.5 per cent, while in the same time the enrollment in elementary schools rose from 7.66 per cent of the population to 18 per cent. The increase in the average attendance of pupils is still greater. In 1870 this average was equivalent to 5.21 per cent of the population and to 68 per cent of the enrollment; in 1902 to 14.7 and 81.4, respectively.

The school provision comprises board or public schools managed heretofore by elected school boards and supported by Government appropriations and local taxes (prior to 1891 in part by tuition fees), and voluntary or church schools under private management and supported by Government appropriations, subscriptions, and fees.

The increase in the board schools is the most significant fact in the record of the period. These schools, which did not exist in 1870, numbered 1,596 in 1872 and 5,943 in 1902, with accommodations the latter year for 3,093,247 children, or 46 per cent of the total number of school places, and an average attendance of 2,369,980, or 48 per cent of the total average attendance. (Table II, p. 248.)

Other particulars of special importance brought out by the retrospective tables are (1) the increase in the proportion of adult as compared with pupil teachers, the latter, which were 51 per cent of the total teaching force in 1870, having been reduced to 12 per cent in 1902, or to 21 per cent, omitting additional teachers, a class that did not exist in 1870; (2) the spread of compulsory attendance indicated by the fact that the entire population is now under compulsory by-laws as against only 35 per cent in 1872; (3) the increase in the total and per capita expenditure for elementary education. The former (current and capital) in 1895 was above six times that for 1871. (Table III, p. 248.) The per capita expenditure for maintenance only rose in voluntary schools from £1 7s. 5d. (\$6.35) in 1872 to £2 6s. 4d. (\$11.55) in 1902, and in board schools from £1 8s. 4½d (\$7.09) to £3 9d. (\$15.19). The progress in the particulars which admit of numerical expression has been accompanied, as might be inferred, by marked development in respect to the conduct of schools, their equipment, the qualification of teachers, the required programme of studies, and the efficiency of the instruction imparted.

Scotland has witnessed also a great increase in school accommodation and enrollment since the passage of the law of 1872. For instance, while the population has increased by 31 per cent, school accommodation has increased by 223 per cent, and school enrollment, which made its greatest gains in the first half of the period 1872 to 1901, has, even in the last two decades, increased by more than 40 per cent. (Table XI, p. 253.)

Fortunately the liberal conception of popular education which had prevailed in Scotland under the old parish system, and which kept an open road to the universities for all children of good ability, has been maintained since 1872 under the more highly organized Government system. Unlike the English law of 1870, which provided for a very elementary programme of studies, the Scotch law of 1872 recognized the value of the higher burgh or town schools, which prepared students even for the universities and authorized their continuance with aid from the local taxes.

In 1885 special provision was made for bringing these and other secondary or higher schools under Government inspection, and they have, since that date, been included in the annual statistical record.

The retrospective tables for Ireland (p. 264), though perhaps no less suggestive than those relating to England and Scotland, pertain to a system of education so different that they will be more advantageously considered hereafter in connection with a brief account of the Irish system as a whole. Here it may be observed, however, that the three divisions of the United Kingdom are in the midst of an educational ferment which shows in all three many common tendencies.

PRESENT OUTLOOK.

Fostered originally by church and state for the moral or civic improvement of the masses, the elementary school has become an uplifting force in individual souls, awakening aspirations and resolutions for material good that can not be stifled. It has played also an important part in that mental stimulation which has changed the industrial aspect of the world, and thus popular education in the most elementary form has created demands which must be met by larger provision of the means of higher education. The most pressing educational need at this time, alike in England, Scotland, and Ireland, is that of higher and specialized education for the industrial classes. But this question is inextricably involved with that of the general administration of education, which for the time being has overshadowed all other phases of the problem, and in England especially has become a political issue of absorbing interest. The year under review has been marked by the application of the education act of 1902 and the passage of a new education law for London, which city was not included under the general law.

CONTINUED OPPOSITION TO THE LAW OF 1902.

The most important changes effected by the law of 1902^a are noted in the brief conspectus of the English system. The intense opposition to the measure while it was pending in Parliament was due to the endeavor to give the denominational schools the benefit of local taxes (rates) without bringing them under public control. Now that the measure has become law opposition to this obnoxious feature is continued in the practical form of "passive resistance"—that is, refusal on the part of nonconformists to pay that portion of the local school tax levied on them which would go to the support of religious instruction in the church schools. This resistance is not occasional and sporadic, but is an organized force ramifying throughout the country. In Wales the opposition has assumed a still more threatening aspect, many of the county councils having refused to levy a local tax for the support of sectarian schools.^b Under the circumstances the settlement can hardly be regarded as final.

^a For full text of the law see Report of Commissioner for 1902, Chap. XXV, pp. 1017-1026.

^b The method and extent of the "passive resistance" may be seen from the following statements:

In the House of Commons, on Friday, August 14, Mr. LLOYD GEORGE said:

With regard to the administration of the act throughout the country, the Government ought to take serious consideration of the situation. The local authorities ought not to be left to face the difficulties alone. It was quite certain the act was not accepted by any section of the people as a fair settlement. Its administration had created friction and disturbance, and once or twice something approximating to riot. In one case within a mile from the House the auctioneer came to a sale armed with a revolver, and the police intervened and disarmed him. He was hustled in getting through the crowd of 2,000 persons, and he came to the conclusion that this was a fierce attack upon him and, placing the revolver in the rostrum, he said he would shoot down the first man who assaulted him. The Government could not ignore the situation; and although they had transferred a responsibility to the local authorities who had never asked for it, the real responsibility of the administration rested with the Government themselves. What were they going to do with the recalcitrant county councils? It was not only the Welsh county councils that were in question. The Cambridge and Halifax councils had made up their minds that they would not raise money for sectarian education unless they had control of the schools, and it was not improbable that the London county councils would take the same course. What were the Government going to do? Here was a legitimate subject for inquiry. Whilst they were mixing the pigment for the coloring of their statistics could they not give a moment's consideration to this urgent problem at their very doors? He asked whether they did not think the time had come when they ought to consider this subject seriously, and in the meantime suspend the operation of the obnoxious part of the act.

Mr. ROBSON maintained that on the local Government board rested the duty of advising the local authorities in this matter. The Government dare not attack the passive resistance movement as a whole, but were throwing on the local authority the responsibility for a harsh, oppressive, and vindictive application of an unjust law.

Mr. BROADHURST supported the appeal to the Government to take steps to mitigate the severity of these distress processes. The prime minister had declared there was a limit to human endurance when attention was called to the violent attacks on meetings held to protest against the South African war. There was also a limit to human endurance in this matter which touched the consciences of thousands of most reputable citizens. To be compelled to pay for the teaching of doctrines and professions of faith with which they had no sympathy whatever was to them an intolerable strain. Over 800 summonses had been issued under the act, half of

PROGRESSIVE ASPECTS OF THE LAW.

Apart from the evident purpose to favor sectarian schools at the expense of the taxpayers, the new law makes distinct advance in respect to the local administration of education. The very provision as to the support of church schools, which in principle seems unjust, removes the pecuniary disability of these schools, a very important matter, since they educate 42 per cent of the school children. Further, by bringing secondary education within the sphere of Government supervision the law conduces to the coordination of elementary and secondary schools, which have hitherto worked without reference to each other.

The progress that has been made in the application of the law of 1902 was summed up as follows by Sir William Anson in a speech submitting the education estimates for the coming year to the House of Commons:

Every council was desired to form a scheme for an education committee, and the number of councils called upon to frame schemes was 333—63 counties, 69 county boroughs, 139 boroughs, and 63 urban districts. Of these, schemes have been submitted to the board of education, approved, and published to the number of 238 in England and 5 in Wales; there are schemes now in course of publication to the number of 26, and the schemes sanctioned for publication but not yet published are 7 in number; 34 schemes submitted to the board are now under consideration with a view to publication; sanction has been refused to 4 schemes; and 19 councils have not yet sent in schemes, some because their areas being large they have not yet been able to formulate their schemes, and in other cases urban-district councils are considering whether they shall relinquish their educational powers to county councils. The great majority, then, of the councils have already sent in schemes which have been approved, comparatively few are hanging back or held over, and only 4 councils have sent in schemes which have not been sanctioned for publication.

which had not yet been heard. What possibilities of illegality and violence there were in the execution of these warrants against the most law-abiding classes of the community! Men had consciences before Parliament made laws, and they would exercise their consciences as far as they could do so, despite any physical violence which the Government might let loose upon their hitherto peaceful homes.

Mr. GEORGE WHITE said that on the previous night he had gone down to Battersea to attend what was practically the first sale of goods seized under the education act in the neighborhood of London. This was no laughing matter to at least half the people of this country, who were absolutely opposed to the act. The sale took place in a small room capable of containing 100 people. There was a large crowd of the public assembled outside claiming admission, but they were kept out by a force of police. When he demanded admission to the room a robust policeman caught him by the collar and shoved him back violently. He then told the policeman that he was a member of Parliament, upon which the policeman at once made way for him to the door. He was sorry afterwards that he had said he was a member of Parliament, as he should like to know from practical experience how a private individual would have been treated. But he claimed an exemption, and he was equally amenable if he was doing wrong, although he was a member of Parliament. The action of the police was calculated to cause friction between them and the people, and the home office ought to issue instructions to prevent the police doing what they would not do in the case of an ordinary public auction. This incident at Battersea was but typical of what was going on through the length and breadth of the land. They had only reached the beginning of the trouble. The Government had no idea of the strong determination there was on the part of the whole of the Nonconformists to resist the payment of rates for dogmas which they existed as religious bodies to fight against as erroneous. He complained, too, that the moment any defendant desired to make any statement his mouth was closed by the generality of the magistrates. And why should not the local Government board issue instructions to allow the portion of the rate tendered to be accepted? If these education act prosecutions were continued in a vindictive way a feeling would be aroused which the Government might have reason to deplore.

Free church and the act.—The Christian World of last week (August 16-22) contained a letter by Free Church leaders urging (1) that the vital amendment of the education act shall be made a test question at the general election, and (2) the desirability of endeavoring to return 200 Free Church members to the next Parliament. These suggestions emanate from the Rev. C. Silvester Horne, who contributes a special article, in which he declares that the general election will be a life and death struggle for Nonconformists. He urges that there should be returned to the House of Commons as many Free Church ministers as there are bishops in the House of Lords, and that 150 to 200 Free Church candidates should be brought forward, so that every constituency in the country should be contested, even the so-called "forlorn hopes." He criticises the Liberal leaders, and declares that Nonconformists must have their own men in Parliament—men in whom they can trust. Letters approving Mr. Silvester Horne's proposals have been received from Doctor Fairbairn; Dr. Guinness Rogers; Doctor Clifford; the Rev. J. H. Shakespeare; the Rev. T. Travis (president of the National Free Church Council); Mr. Perks, M. P.; the Rev. Silas Hocking; the Rev. F. B. Meyer; Dr. R. F. Horton (chairman of the Congregational Union); Mr. George White, M. P. (president of the Baptist Union), and other influential ministers and laymen in all the Free churches. Several members of Parliament support the new movement. [School Government Chronicle, August 29, 1903, p. 177.]

While it is generally admitted that the local authorities are making every effort to meet the requirements of the law, the difficulty of adding these new duties to those already resting upon them becomes more and more apparent.

The Schoolmaster illustrates the situation by a typical case, as follows:

It is after the formation of the education committees that the magnitude of the task begins to be realized. Take the case of a town of 150,000 population and some 30,000 scholars in the primary schools, say two-thirds in the voluntary and one-third in the board or council schools. With a county-borough council of, say, 96, it is easy to find 24 members to form the majority of the new committee. Under an excellent and able chairman, with an experienced staff of officials, the task is attempted under favorable conditions. Whatever may be the individual view of the act, all have bent themselves to getting the best possible out of the act. But the pace is telling. Councilors are complaining of the enormous time required. Everything points to the 24 councilors who are on the education committee demanding to be relieved of all other corporation committees. We shall come to one out of every four being a councilor for education only.

THE EDUCATION LAW FOR LONDON.

The most notable event of the year in respect to education in England is the passage of the new education law for London. In its final form this law does little more than extend the general law of 1902 to the metropolis, which had been reserved for special legislation; but in its original form the London bill departed much further from the policy of popular control of public schools than the principal law had done, and it excited, therefore, more intense opposition. Not only were the Liberals and all Nonconformists united in its denunciation, but also a great body of Conservatives and churchmen who had gauged the civic spirit of the city much better than the Government leaders. To the scathing criticism of the bill by members of Parliament and the press were added public demonstrations of ominous magnitude, and under this accumulated pressure the Government hastily withdrew or modified the most objectionable features of the bill.

The Parliamentary history of this measure is therefore of special interest, both as affording an insight into the educational situation of the greatest city in the world and also into the play of influences which control the destiny of the Kingdom. The legislative progress of the measure is here shown by means of the text of the original bill and the amended bill and by explanatory citations from speeches in Parliament, current editorials, etc. These citations emphasize the three main lines of opposition to the bill as originally drawn. First, opposition to the transfer of the great interest of public education from a body specially elected for that interest to a body overwhelmed with other affairs; second, opposition to the policy of transferring to the borough councils the supreme authority in educational matters; third, opposition to the policy of making the borough councils the direct managers of the board or public schools. The bearing of the last two provisions, which the Government finally withdrew, can not be understood without a brief reference to the local administration of the metropolis. The chief feature of that administration is its division of authority between the London county council and the 28 borough councils.

Up to 1889 the metropolis had no central representative governing authority. By the local-government act of that year London was made an administrative county, and the management of a large proportion of the municipal affairs was transferred to the county council, consisting of 118 elected members and a board of 19 aldermen. The council election takes place every three years. The aldermen are elected by the council for six years, 9 retiring at the end of one triennial period and 10 at the end of the next period. Under the technical-instruction laws of 1889 and 1891 the county council became the local authority for technical education. Within the area which was thus brought under the general administration of the county council are included 28 boroughs, each having its own elected

council. In theory all matters of purely local concern are managed by the borough councils, and matters common to London as a whole are managed by the county council. It is needless to say that in practice this division is not strictly observed.

As regards the borough councils created by the metropolitan-government act of 1899, it should be observed that they are the direct successors of the administrative vestries and district boards, just as these were the descendants of the numerous parochial and ecclesiastical bodies that existed prior to the passing of the metropolis-management act of 1855.

All the powers, duties, properties, and liabilities of the old authorities other than those relating to church affairs have been taken over by the borough councils.^a

The London educational bill was introduced into the House of Commons April 7 by Sir William Anson, who explained its purposes substantially as follows:

The London county council the authority.—The object of this bill is to place the London county council to a great extent in the position in which councils are placed under the act of 1902.^b The distinct, the cardinal feature of the bill is to make education a part of our municipal institutions; and in explaining the mode in which we attacked this problem, having regard to the conditions of London, I propose to go through briefly and in outline the changes which it will be necessary to make. The London county council is the local education authority for London. In Part II of the act the London county council will have the rating powers of the county boroughs. The boroughs can not rate themselves, with the exception of Woolwich. So far as Part II of the act is concerned the change is slight, and the London county council, with the great resources which are present in London, with the technical instruction money, with the large contributions which it receives from parochial charities and other sources, will have no difficulty, I hope, in extending the work of technical-instruction committees to meet the requirements of London as far as secondary education is concerned. Now I come to Part III. The local education authority, as in the act of last session, takes the place of the school board and the technical-education committee. We make no change in its general powers, but there is a change in the matter of management. The voluntary schools will remain in precisely the same relation to the local authority as they do under the act of 1902.

In the matter of council schools (former board schools) we propose to attempt a certain amount of centralization. The school-board managers have had physically no administrative power whatever, although they have exercised an admirable influence in visiting schools, in establishing friendly relations with the teacher, with the children, and with the parents of the children, and in that way have very

^a The city of London is an independent corporation which is officially joined to Outer London for some of the purposes intrusted to the county council. The city and boroughs, their populations and ratable values (1901), are as follows:

City of London and metropolitan boroughs.	Population, 1901.	Ratable value, 1901.	City of London and metropolitan boroughs.	Population, 1901.	Ratable value, 1901.
City of London.....	26,997	£4,985,494	Lewisham.....	127,460	£770,662
Battersea.....	168,896	1,012,534	Paddington.....	143,954	1,445,979
Bermondsey.....	130,486	874,365	Poplar.....	168,838	800,653
Bethnal Green.....	129,681	517,922	St. Marylebone.....	133,329	773,710
Camberwell.....	259,258	1,273,473	St. Pancras.....	225,234	1,255,155
Chelsea.....	73,856	799,208	Shoreditch.....	118,705	1,415,412
Deptford.....	110,513	594,014	Southwark.....	206,128	322,632
Finsbury.....	101,476	956,527	Stepney.....	298,548	1,679,239
Fulham.....	137,289	677,897	Stoke Newington.....	51,247	1,798,009
Greenwich.....	95,757	531,528	Wandsworth.....	232,030	1,527,629
Hackney.....	219,288	1,122,948	Westminster (city of).....	182,977	5,423,028
Hammersmith.....	112,245	624,348	Woolwich.....	117,165	626,201
Hampstead.....	81,942	938,542			
Holborn.....	59,390	841,925			
Islington.....	334,923	1,841,292	Total administrative council of London.....	4,536,063	39,516,713
Kensington.....	176,623	2,215,906			
Lambeth.....	301,873	1,871,081			

The above table and the particulars with respect to the metropolitan administration are derived chiefly from the London Manual for 1902.

^b For the chief provisions of this act see "Brief conspectus of the English system of elementary education," pp. 229-231.

largely promoted the good attendance of the children and the easy working of the school. We want to avoid this centralization, we want to avoid a condition of things in which not a pane of glass falls to the ground but it must be made known to the central office on the Thames embankment, with all the delay necessary to such a gradual process of getting repairs attended to.

Borough councils to manage the board schools.—Therefore we propose to give the management of the council schools to the borough councils. The borough councils will be subject to the general directions of the local education authority, who will have the control and general direction of education. We propose to give to the borough councils the general management subject to this, and we propose to give them the appointment and the dismissal of the teacher, the custody of buildings, and, where a new school is to be provided, subject to the determination by the local authority of the area to be provided for and the amount to be expended, the selection of the site. The borough councils will have the power to exercise their management through committees, consisting wholly or partly of persons who are not members of the councils, and in this way we shall retain the assistance of the existing managers who have done such useful work in the past. The borough councils will form their committee to deal with their respective schools or group of schools, but the persons who manage the schools will be responsible to the ratepayers. I hope we shall thus get, through the agency of the committee, the continued assistance of persons who have worked on the management of the schools in the past, while we shall have the central control and general direction of the local education authority. In that way we hope to diminish the existing centralization of the school-board system and to excite local interest and patriotism. We hope also that in this way we shall secure that the management of the schools will be as efficient as ever it was under the school board, and that there shall be more local connection with the area the school represents and more interest created among the ratepayers. There are two other matters to which I ought to refer before I pass from this subject and which deserve the attention of the House. It was frequently asked in our debates last session what was the definition of "management?" Management is no doubt a difficult thing to define. Certain things are obviously control, while others are as obviously management. There may be a border line between the two which may lead to differences of opinion; and we propose that if such differences of opinion arise and there is a dispute between the local education authority and the borough council, a report shall be made to the board of education who will determine it, and who, I think, are quite capable of determining what is management and what is control in the particular circumstances of the case. There is yet another important matter. It is possible that management may not always be properly conducted. It is conceivable that a council or a committee of a council may be negligent in the discharge of its duties in respect to management. We make provision, if that is the case, that the local education authority should come in and, with the consent of the board of education, assume the management and take care that its own directions are carried into effect.

The constitution of the London education committee.—I now come to a more important part of the subject—the scheme for the constitution of the committees. There again we are impressed with the importance of associating with the great authority all interested in the conduct of the educational work of London and of providing the county council with the fullest assistance in the conduct of its business. There are thus various elements to be taken into account—the boroughs, the interest which I will allude to presently, the experience of the school board, and the county council itself. Now, it can not be denied that the boroughs have taken some interest, considerable interest, both in the work of the county council and in the work of the education of London. There are, I believe, about one-fifth of the London county council who are also members of borough councils, and the technical instruction committee of the county council has, I think, seven members of borough councils upon it. Of the school board, again, one-fifth of the members are members of borough councils. The borough councils desire to be represented on this committee, and we propose that each borough council should send one member, Westminster and the city of London sending two. Then I come to the various other interests. There are persons who should be parties to the educational administration of London whose advice should be valuable to the London county council, but who would not be there naturally as members of borough councils or as members of the county council. In the first place we must find room for women upon the education committee. The number of women on the London school board is now, I think, as large as eleven, though it has been, I believe, as low as two. There ought certainly to be women who will represent all types of education on this education committee. Then there are the voluntary schools, who may wish to be represented on the education authority. That desire,

I may say, has been fully and generously recognized by councils in the country in the formation of their committees, so far as they have gone. There are, then, the great educational bodies in London, the University of London, and the various types of public schools and separate institutions, and, lastly, there are the great contributories to London education, such as the trustees of parochial charities and the city guilds. We therefore think that not less than 25 places should be reserved on the committee for persons of these descriptions, the experts, the women, the voluntary schools' representatives, and the great contributories I have referred to. Then it is desirable that, at any rate for some years, the county council should have the benefit of some of the experience of the London school board, and we propose with regard to these two bodies—the experts and the London school board—that, as regards the experts, the London county council shall form a scheme setting out the number in which each interest shall be represented and the mode in which the representation shall be obtained for the purpose of appointing these 25 persons; and we propose that it should also elect five members of the existing school board to hold office on this committee for the first five years.

Dr. MACNAMARA. Will they form part of the 25?

Sir W. ANSON. No; these five will be in addition. There will always be 25 experts, and for five years there will be five members of the existing school board. Then we propose to ask the London county council to contribute 36 members to the committee. For the first five years, then, this body will number 97. The question is whether it is too large or too small. I am somewhat fortified in this connection by looking at the report of the secondary education commission, who laid it down that for the management of the secondary education of London a body of 42 would be necessary. I then add the number of the school board, 55, and so reach the number of 97; and as the the work of the committee will be considerably larger than the work of the school board and will include secondary education, I come to the conclusion that out of these 97 persons the committee can not spare a single man or woman, having regard to the work they have to do. Then as to the popular character of the committee. Of that body 72 members will be the result of election by the people. The borough councilors, the county councilors, and the members of the school board will all owe their places on the committee to election by the people of London.

Mr. LOUGH. Indirectly.

Sir W. ANSON. Not directly for the purposes of education. As to the representation the London county council will have on the committee, I think that will not be said to be unimportant, seeing that 66 members of the committee will be appointed in one way or another by the London county council. I will not trouble the house with the detailed amendments to the act of 1902 that will be necessary—they are small and of a drafting character—to adapt this bill to London. There is only one other matter in which we depart from the tenor of the act, and that is in the appointed day. The borough council elections take place in November and the county council elections in March. We could hardly press for the operation of this scheme between the borough council elections and the county council election. We therefore propose to fix in the act May 1, 1904, as the appointed day, with the power which exists in the act of last year to postpone the appointed day if circumstances make it desirable. I hope I have sufficiently indicated the lines of the bill to enable the House to give me leave to bring it in. I hope, also, I have indicated the policy, the educational policy of His Majesty's Government, as shown in the act of last year and the bill I am now bringing in. The force of that policy was sometimes lost sight of in our debates last session. We spent much time in the discussion of religious teaching and the domestic economy of voluntary schools, and it was somewhat overlooked that there underlies those discussions a great educational purpose—namely, the coordination of all forms of education under one authority and the linking up of the education of the country with our municipal institutions. We aim at these great objects—to place all forms of education under one authority, to bring all forms of education within the reach of all, and to make education a part of municipal duty. We are nearing, I hope, the completion of this policy. I hope that honorable members' cheers will be justified by the result and that the education of the country will be no longer the result of the sporadic and variable efforts of school boards and voluntary associations and technical instruction committees, of bodies of trustees and technical instruction committees supported by private enterprise, but that it will be a part of our municipal life. I believe that time is approaching, and that then we shall find that the care for the training of the children and the youth of this country, in body as well as in mind, has struck its root deep into our municipal institutions and become a part of the very life of the people. (Cited from *The Schoolmaster*, April 11, 1903. p. 720.)

THE TEXT OF THE MEASURE, AS SUBMITTED.

Be it enacted by the King's Most Excellent Majesty, by and with the advice and consent of the Lords, spiritual and temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

1. The education act, 1902 (in this act referred to as the principal act), shall, so far as applicable, and subject to modifications made by this act, apply to London.

2. The education committee of the local education authority shall be constituted in manner provided by the first schedule to this act.

3. (1) The council of each metropolitan borough shall be the managers of all public elementary schools provided by the local education authority within their borough, and subject to any general directions given by the local education authority and to the power of that authority to determine the number, qualifications, and salaries of teachers, shall exercise and perform the powers and duties of management as respects those schools (including the power of appointing and dismissing teachers in those schools and the custody of the buildings).

If any question arises whether any power may be exercised or any duty is to be performed by the council of a metropolitan borough as a matter of management under this section, that question shall be determined by the board of education, and if at any time the local education authority satisfy the board of education that the council of any metropolitan borough have failed properly to exercise or perform their powers and duties under this section, the board may, by order, enable the local education authority to take over from the council those powers and duties for such time and subject to such conditions or exceptions as the board determine.

(2) The site of any new public elementary school to be provided by the local education authority being a site within the area, which in the opinion of the local education authority will be served by the new school, shall (subject to compliance with such conditions as may be made by that authority with respect to the amount available for the purchase of the site) be selected by the council of the metropolitan borough in which the area is situated, or, if that area is comprised in more than one metropolitan borough, by the councils of those boroughs jointly.

(3) The council of a metropolitan borough may, if they think fit, exercise any of their powers under this section, and also any powers which may be delegated to them by the local education authority under the principal act, or which they have as minor local authority under that act, through a committee or committees appointed by them, consisting either wholly or partly of members of the council.

4. (1) The modifications of the principal act set out in the second schedule to this act shall have effect for the purposes of this act.

(2) The expression "metropolitan borough" in this act shall include the city, and the expression "council of a metropolitan borough" shall include the common council.

5. (1) This act shall come into operation on the appointed day, and the appointed day shall be the 1st day of May, 1904, or such other day, not being more than twelve months later, as the board of education may appoint, and different days may be appointed for different purposes and for different provisions of this act.

(2) In addition to the repeals effected by the principal act, the acts mentioned in the third schedule to this act shall be repealed to the extent specified in the third column of that schedule.

(3) This act may be cited as the education (London) act, 1903, and the education acts, 1870 to 1902, and this act may be cited as the education acts, 1870 to 1903.

FIRST SCHEDULE.

CONSTITUTION OF EDUCATION COMMITTEE.

1. The education committee shall as ordinarily constituted consist of 92 members, of whom 36 shall be persons who are members of the local education authority, appointed by that authority; 31 shall be persons who are members of the councils of metropolitan boroughs, appointed by those councils, the common council and the council of the city of Westminster each appointing 2 members, and each of the other metropolitan boroughs appointing 1 member; and 25 shall be appointed by the local education authority in accordance with a scheme made by that authority and approved by the board of education.

The scheme shall provide for the appointment of those members in accordance with paragraphs (b) and (c) of subsection 3 of section 17 of the principal act, and subsections 6 and 7 of section 17 and section 21 of that act (which relate to the making of schemes) shall apply with respect to any such scheme as they apply with respect to a scheme for the constitution of the whole education committee.

2. On the first education committee there shall be 5 supernumerary members, selected by the local education authority from among the members of the London school board; but those supernumerary members shall cease to hold office on the expiration of a period of five years from the date of the constitution of the first education committee, and any vacancy in their number occurring by death, resignation, or otherwise shall not be filled up.

The two remaining schedules of the bill not being pertinent to the present consideration, are here omitted.

The chief objections to the bill were very forcibly presented in the House of Commons by Doctor Macnamara and Mr. Bryce in the speeches here cited:

Doctor MACNAMARA said that the single question with which he proposed to deal was that of the constitution of the education authority, a subject on which a number of his honorable friends opposite had told him that they had an absolutely open mind. To them he especially directed his arguments. He repeated what he said last year—that there was nothing essentially antidemocratic in giving the full and complete control of education to a municipal council wherever that was physically possible, as it might be, say, in a town of 10,000 people; but in the case of the larger urban areas educational work was so large and complicated that this was not physically possible. The Government attempted it last year, and they had at once to call in a large number of outside persons not responsible to the rate-payers. At a very early stage of the experiment this further thing happened: It was found that the members of a town council could not give the time which the work of the education committee required, and that the work fell largely into the hands of the other members of the committee.

The stupendousness of the London problem.—As a member of the London school board he wished to draw attention to the stupendous work of which that board had charge. The board consisted of 55 members, and it had 7 standing committees and 32 subcommittees. Last year the members were called to no fewer than 706 meetings of one sort or another. The board had control of over 1,400 school-board departments; it had 536,000 children to educate; it had 13,519 teachers to supervise. In addition, the board had 10 special schools for the blind, 18 for the deaf, 60 for the mentally defective, 4 for the physically defective, 2 industrial schools, 3 day industrial schools, 2 truant schools, and 12 pupil teachers' centers. It was obvious that the 55 members of the board could not give direct attention to all that work. They had been obliged to call into being an immense scheme of local management. They had 251 groups of local managers, comprising over 2,000 persons, who were in direct touch with the schools. Then there was the work of the voluntary schools, with 1,590 departments and 220,000 children, which had to be taken over, as well as duties in connection with higher education. Altogether the education of London involved 2,000 separate institutions, 20,000 teachers, the instruction of 1,000,000 pupils, and a public expenditure of four millions of money a year. That was a piece of work as big as the whole of the present work of the London county council, and equal, or very nearly equal, to the education of Scotland, and three times the education of Wales.

If the proposal to make the county council the education authority were genuine, it was a proposal to double its work. But Lord Salisbury not long ago said that the county council had already too much to do, and that its members were suffering from megalomania. If the Government proposed to double the work of the council, who were the megalomaniacs? Fourteen members of the council had been detached to join the water board; it was proposed to detach 8 under the port of London bill; 6 were detached for the Thames conservancy, and 2 for the Lee conservancy. Now 36 more were to be detached. There was a total of 66, or more than half of the number of elected members of the county council. In fact, if this proposal were real, the Government would, in killing the school board, be also wrecking the county council. If, on the other hand, the proposal were not real, the scheme was to set up a kind of water board, protected from public censure and public criticism because it happened to have over its portals the magic letters L. C. C. He suggested that the 36 county councilors, having all their other duties to attend to, would not be able to attend to the work of the education

committee. That work would therefore fall into the hands of the 31 borough councilors and the 30 outsiders. That was to say, in lieu of a body directly elected and responsible to the ratepayers, they would have a fortuitous concourse of heterogeneous atoms. From the educational point of view this was a thoroughly bad scheme, and it ought never to have been submitted to the House. It would not only mean bad administration, but that the apathy which London now suffered from would become more and more abysmal as time went on.

The scheme was so bad, in his opinion, that they could not tinker with it. The proposal that the borough councils should select sites for schools was perfectly ludicrous. He would not say that there would be any jobbery, although he had his own opinion about that, but he was quite sure that the borough councilors would not select the best sites educationally. He was chairman of the accommodation committee of the school board, and he had had experience, as that House had had experience, of what a borough council was likely to do in these cases. In the session before last the Stepney borough council came forward and protested against a certain site which the school board had selected in their area, and the alternative site suggested by the borough council was an abominably bad one for a school, with no air or light and in touch with a railway station through which hundreds of trains ran daily. They wanted the school built there because it was an insanitary area which had to be cleared, and thought they would kill two birds with one stone. The borough councils would not select the best sites; they would have other considerations besides educational considerations in mind. Furthermore, these councils, with heavy borough rates already in existence, would not adopt the policy of the school board of securing sites early to meet future requirements; and, as it took four or five years to build a school, he foresaw that hundreds and thousands of children, owing to the lack of foresight and initiative of these small local bodies, would not have any school at all.

Borough councils and the teachers.—Then there was the provision that the borough councils should have a complete veto over the appointment and dismissal of teachers. He did not suggest that there would be any jobbery, but there would be a great deal of local influence. At the present time one of the greatest difficulties a great central body like the school board had was to keep the teaching-staff committee free from attempts at local and personal influence. He could imagine that many of the teachers hereafter would be relatives of members of the borough councils, and he was perfectly sure that one of the results of this provision would be to shut the teacherships of London into water-tight compartments or districts. If this bill ever got to a second reading, which he very much doubted, then these two provisions would have to be fundamentally altered. The honorable member poured scorn on a directly elected board of education, but he would suggest to the Government to note the words of one of its shrewdest and most business-like members, Lord Balfour, at Glasgow, the other day. Having heard rumors of an education bill for Scotland on the lines of the English bill, Lord Balfour said: "Perhaps he ought to say, to allay some misrepresentation which had been used, that he himself did not believe, so far as Scotland was concerned, in any system which had not its basis in direct popular election." Surely what was sauce for the Scottish goose ought to be sauce for the London gander. He appealed to the Government to accept a scheme like that which he had proposed, and which had received the support of the London school board by 31 votes to 15, the majority including several moderates. That scheme provided for the election of one member directly from each of the 58 county council areas, multiplicity of elections being avoided by holding them on the same day. Then, in order to provide for the representation of minorities and for dealing adequately with higher education, he proposed that there should be a margin of cooptation after the ad hoc election had taken place. The scheme of direct election had the support not only of the school board but of the borough councils of Battersea, Camberwell, Fulham, Lambeth, Poplar, Woolwich, Southwark, and Wandsworth, the last of which had 67 moderate members as against 3 progressives. He appealed both to the secretary of the board of education and to the prime minister to maintain the ad hoc principle, without which public concern could not be kept alive, and unless public interest were engaged all schemes of education must prove arid and fruitless. (Schoolmaster, Apr. 11, 1903.)

SPEECH OF MR. BRYCE, M. P., IN OPPOSITION TO THE BILL.

The bill [Mr. Bryce said] presented itself to them under two aspects. It incorporated by its first clause, subject to modifications which were extremely difficult to follow and would cause the greatest possible trouble in committee, the provisions of the act of last year and applied them to London. It created a new authority

for London, purporting to appoint it on the lines of last year's act, but making some important variations, which, so far as he could see, were variations for the worse. On the first aspect he had but a few words to say. The act of 1902 was to be applied to a population of four and a half millions, a seventh of the whole population of England and a half of what the whole population was a century ago. Therefore the application of the principles of the education act of 1902 to London must be a matter of grave concern. That act destroyed, or at any rate postponed, the prospect of having a real organic and harmonious system of national education. It consolidated and consecrated sectarianism. It established for the first time religious tests in public elementary schools. It refused to the people the right to manage schools which as ratepayers they were called upon to support. The opposition could not see these dangerous principles—principles so opposed to popular government—applied to London without renewing their protest against them. The questions raised by the act of last year were not settled; they awaited the deliverance of the country; and the country would have to express its mind upon them at the next general election. As to the present bill, there had been a remarkable demonstration of disapproval of its provisions with regard to the borough councils from the ministerial side of the House. Member after member had risen complaining of these provisions, saying either that the powers of the borough councils ought to be less, that they ought to be taken out of the education committee, or that the representation of the county council on the committee ought to be larger. The House really was not debating the bill before it. The prime minister had made yesterday a vague and, as usual, a tactful speech. The right honorable gentleman endeavored to minimize the bill, to confine it to certain leading principles; and he expressed those leading principles in such a way as to make it possible for him at a later stage to say that the present provisions of the bill with regard to the constitution of the education committee and the arrangements for the management of the schools were not part of its essentials. But neither the right honorable gentleman nor the Parliamentary secretary to the education board told the House what it was intended to substitute for these provisions. Therefore he was obliged to deal with the bill as it stood. He had read with positive bewilderment the new education authority it proposed to constitute for London. The school-board system had been working well for thirty-three years. No charge whatever had been brought against the efficiency, the zeal, or the wisdom of the school board. It was a system that had obtained the approval of the people. That system was now to be overthrown, and in its place was to be set up a system so confused that it was hard through the mists to discern even its outlines. It seemed to him to be an inextricable mixture of county council, education committee, borough council, borough-council committee, voluntary managers, and the board of education—authorities which were continually crossing and recrossing each other and which were so interlaced that it was hard to conceive how it could ever work. It combined the maximum of complexity with the minimum of cohesion. He desired an explanation of the singular policy which the Government had followed. If their object was, as in the bill of last year, to throw the voluntary schools on the rates, there was nothing in the world to prevent the Government from taking the school board as it stood and throwing upon it the duty of supporting the voluntary schools exactly in the same way as the board schools. The fact was, the Government had another pet aversion in the school board as they had in the county council. From this determination to get rid of the school board the Government had introduced this clumsy and chaotic scheme, which, in addition to the faults of the bill of last year, had faults of its own. Those faults were reducible to three. The bill did not recognize the unity of London, it did not recognize popular control, and it did nothing for efficiency and economy. In dealing with the first of these propositions he denied the right of the borough councils to the place they were given in the scheme. What had been the action of the county council itself? It was not wanting in activity, energy, and self-confidence; yet the previous day the council by a majority of four to one expressed its opinion that it was not able and had not the time and capacity to undertake the additional work of London education. It had also expressed the opinion that the work of education ought to be given to a body directly elected for that purpose. He also regretted the practical exclusion of women from the work of education on the new bodies and showed that the borough councils were not suitable bodies to do the work of the existing school managers, who had a knowledge of the needs of schools, were on the spot, and were familiar with the everyday work of each school. When he thought of what the actual management of a school was, he was sometimes inclined to ask the first lord of the treasury whether he was not really living in a world of phantoms. There was a great school of philosophers who adopted the name of nominalists, and he thought the right honorable gentleman might be described as a nominalist, who lived in a

world of names and talked of decentralization, delegation, management, and so on as if they represented things when they were only so many names—so many abstractions which played hither and thither across the horizon of the right honorable gentleman's mind, but which did not correspond to the actual concrete facts of the case. If the right honorable gentleman had realized what were the actual facts, he thought he would not have proposed to make the borough councils managers of the schools. Under this bill the local education authority would have less control over the provided [i. e., public] than over the nonprovided [i. e., private] schools, an extraordinary anomaly for which no argument had been advanced. The really vital power to appoint and dismiss teachers ought to have been left in the hands of the central authority. Then the question of sites was one which ought to be considered in the interests not of a particular locality, but of the whole area which the school was to serve, and therefore it was not a question for a borough council to determine. The London school board had worked for years under a management code which had been hammered into a very useful and workable document, but there was no certainty that that would be adopted by the borough councils. He was not conscious of having been prejudiced by any partisan feeling. He recognized one great benefit which the bill would bestow, by giving a wider power of rating for the purposes of higher education. He hoped that power would be used not only for technical and secondary but also for higher education, and believed it would be for the benefit of all classes in London that university education should be more accessible to the poorer classes. But he should indeed be despondent in regard to the future of education in London if he did not feel sure that the essential defects of the scheme before them were such that it could not possibly stand. He hoped that they would soon be called to make a serious effort in a very different spirit from that displayed by the Government to render the education of London, both higher and elementary, worthy of the population and resources of the capital of the British Empire. (Cited from *The Schoolmaster*, May 2, 1903.)

Among other particulars emphasized by members of Parliament in opposition to the bill, the following deserve to be noted. From speech of Mr. Sydney Buxton, M. P., and member of London board:

Look at the constitution of the proposed education committee. There would be on it 36 persons by direct election, 31 persons who would be there by secondary election, elected by the borough councils. Not one of 66 persons on the committee could be a woman. As a colleague of nine women on the London school board he could testify to the admirable work and devoted service rendered by those ladies. Of the 30 coopted members, not one of them was elected at all in behalf of the ratepayers. He had only one comment to make on this committee—its birth killed it.

The forceful combinations against the bill were thus summed up by Mr. Toxall, M. P.:

The bill was condemned not only by the Liberal but by the Unionist press, he might say, generally, by the whole press of London and by nearly half the borough councils. The bishop of Rochester, who was friendly to the act of last year, said that from the side of the schools and the children he was most apprehensive of the bill. The secondary and elementary school-teachers, the school-attendance officers, the Women's Local Government Society, and others connected with London education had also condemned the provisions of the bill, which were not pleasing either to the London school board, the technical education board, or the clergy. The bill as it stood was not a machinery measure. The right honorable gentleman, the member for Cambridge University, had told the House that the bill was the logical successor of the act of last year; but he contended that there was no parallel between the provisions made for a city like Manchester last year and the provisions to be made for London. A plan of machinery, a system of government, a method of arrangement that might be practicable in a city of half a million people was totally impracticable in a city of 5,000,000 people. The most suitable departure from the plan of last year was to set up in London a special authority for London, elected directly for education, and for that purpose only. That plan had been rejected by the Government for political reasons, political prepossessions, and party prejudice. He regretted that a dislike for the existing school board, a dislike for direct election, a predilection for the borough councils, and other considerations of that kind should have produced a bill which was inadequate and unsuited to the conditions and needs of London, which could only be temporary, and must in the long run be replaced by a measure setting up an authority for

London elected for the purpose of dealing with education alone. No one who understood and cared anything about it could hesitate to vote against the bill.

ROMAN CATHOLICS AND REPRESENTATION ON THE EDUCATION COMMITTEE.

Mr. T. P. O'CONNOR pointed out that the bill abolished the school board, but at the same time it abolished the cumulative vote, which had been the best protection for a religious minority that had yet been devised. In his observations it should be remembered he represented those who would be compelled by this measure to give up this safeguard for their religious rights. He deplored the fact that the cause of voluntary schools had been brought into collision with the school-board system. But for zealots on either side it would have been possible to have made an eirenicon under which school boards could have been maintained and the rights of the minority safeguarded. Those rights were not protected under the act of last year, and there was fear that the last state of Irish Catholic schools might be worse than the first. In many of the northern towns the Catholic populations were without representation on the education committees; and, summing up the facts, he found that in 44 county schemes Catholics had 14 representatives among 2,000 members, and on 56 county borough committees 27 members out of 1,500. In Liverpool they had one member on the education committee, and there was a time when Catholics had seven members on the Liverpool school board. The experience of the act of last year was an experience full of warnings to Catholics as to the danger of any scheme which destroyed the protection of the cumulative vote. What he desired to see was a combination of the system of popular control and rate aid to voluntary schools. Such a system already existed in London in the case of the Jewish community. That showed what could be done by rational agreement. The Jewish school-board schools taught only the Old Testament. Therefore they did not teach any definite Christian doctrine. Jewish teachers were appointed not because they were Jews, but because they knew Yiddish and could teach Yiddish to the Jewish children. By this subtlety the school board, who declared they would never give a penny for the endowment of denominationalism, gave money for the teaching of the Jewish religion by Jewish teachers to Jewish children. He did not blame them. He only contended that if they endowed the maximum of Jewish dogma they had no right to refuse to endow a minimum of Christian doctrine. That would have been the way to deal with the education of Catholics. Catholics invited every form of public control and investigation with regard to public funds, if the public authority were willing to deal only with secular education and leave them to deal with the religious doctrines which they taught their children. He viewed the abolition of the school board and the cumulative vote with alarm and regret. He agreed with that part of the bill which recognized the principle of cooption, because, if the cumulative vote were abolished it was only by cooption that they could provide for the representation of minorities. The feeling of his friends was that the borough councils were not bodies to which their destinies could be very safely intrusted. He would be inclined to support an ad hoc authority; but at all events he hoped the representation of the county council would be increased, and he rather favored Dr. Macnamara's proposal for increasing the membership.

In the annual conference of the national union of elementary teachers (held at Buxton, Easter week) the following resolution was carried with but one dissenting vote:

This conference is of opinion that the London education bill contains proposals fraught with the greatest possible danger to educational progress, will lead to inefficiency and extravagance in administration, is unworkable, and is incapable of being satisfactorily amended. It can not be made effective either by eliminating the borough council representation or by according to the London county council a majority of seats on the committee, since the London county council members could not possibly devote sufficient time to the committee's work, which would fall into the hands of coopted members and officials. Even if those modifications were adopted, therefore, conference would be compelled still to use every legitimate means to secure the withdrawal of the bill. While not opposed to the municipalization of education, where the amount of work to be accomplished makes this possible, conference believes that the magnitude of London's educational operations is such that no scheme of administration can be satisfactory which does not place primary and higher education under the effective control of one authority, directly elected exclusively for that purpose.

The following resolution was adopted at a special meeting of the executives of the three boards of ministers (Presbyterian, Baptist, and Congregational) held in London:

The committee of the general body of Protestant dissenting ministers of the three denominations make their most serious protest against the action of the Government in seizing the opportunity for proposals of a very retrogressive nature. The proposed London education bill is intended and adapted to destroy the present London school board. It removes the education of the people further away from the control of the people, and is conceived in the interest of the Established Church rather than in that of the nation. The bill practically increases the endowment of religion, to which we have always objected, and do still strongly object. We protest against the great complication in the appointment and management as removing responsibility. We object to the method by which the work is to be placed in the charge of persons needed and selected for services of a totally different character and requiring entirely different qualifications. Without judging the motives of its advocates, we assert that the present bill is deficient in sound statesmanship, that it may be worked very detrimentally to the advance of good national education, and that it will greatly increase the bitterness of religious controversy, which we deplore.

MODIFICATIONS OF THE BILL.

To those who were watching the progress of the London bill the greatest surprise was occasioned by the dropping of clause 2. The history of the clause up to that point was epitomized by the Schoolmaster (May 30, 1903) as follows:

Clause 1 of the bill sets up the London county council as the education authority for London.

Clause 2, as it originally stood, provided that the authority should act through a committee composed of 36 county councilors, 31 borough councilors, and 30 "outsiders." The second edition of the clause provided for 42 county councilors, 12 borough councilors, and 30 "outsiders," and the third edition of this clause provided that the county council itself should determine the number of members to constitute the committee, that 12 borough councilors should find seats upon it, that 30 "outsiders" should be appointed, and that of the total membership thus involved the county council must have a majority. Last week a great fight raged round the retention of the 12 borough councilors in the third edition of clause 2. On the Wednesday Mr. Balfour insisted that the 12 borough councilors must stay in, and by a majority of 41 he succeeded for the moment in securing their retention.

Much to everybody's astonishment, when the Parliamentary papers were issued last Saturday it was found that Sir William Anson had put down a motion to drop clause 2 altogether. If the clause was to be dropped, then came the question as to how the education committee for London would be constituted. The answer is that the education committee for London would be constituted in precisely the same way as the education committees in the country have been constituted—that is to say, under section 17 of the act of last year, by the county council, in accordance with a scheme made by the council and approved by the board of education. To this committee, as already observed, the council may delegate all its powers under the act, excepting that of levying a tax or borrowing money.

The bill having thus been deprived of its most objectionable feature, interest centered upon clause 3, which, it will be seen, originally provided that the borough councils should be constituted as the managers of the board schools; that they should have the right to adopt and modify the curriculum of these schools to the needs of their own localities; the right to appoint and dismiss board teachers, and to determine upon what sites in their own areas any further board schools should be erected. These proposals excited intense opposition in Parliament from those who supported the measure. The public demonstrations against the bill assumed ominous proportions, and finally the government yielded and clause 3 was radically transformed.

The amended bill, as will be seen by comparing the text of its principal-clauses with that of the original draft, virtually left the London county council the supreme local authority for the schools of the metropolis.

In the House of Lords the bill received a very few unimportant amendments, and was passed August 5, substantially as it went from the House of Commons.

TEXT OF THE PRINCIPAL CLAUSES OF THE BILL AS AMENDED IN THE HOUSE OF COMMONS.

Be it enacted by the King's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

1. The education act, 1903 (in this act referred to as the principal act), shall, so far as applicable, and subject to the provisions of this act, apply to London.

2. (1) All public elementary provided schools within the area of each metropolitan borough shall have a body or bodies of managers, whose number shall be determined by the council of each borough, subject to the approval of the board of education: *Provided*, That three-fourths of such body or bodies shall be appointed by the borough council and one-fourth by the local education authority: *Provided also*, That due regard shall be had to the inclusion of women on the said bodies of managers.

(2) The site of any new public elementary school to be provided by the local education authority shall not be determined upon until after consultation with the council of the metropolitan borough in which the proposed site is situated, and in the case of compulsory purchase, if the council of the metropolitan borough does not concur in the proposed compulsory acquisition, the board of education shall be empowered, as a condition of its approval of the provisional order, to require, if it thinks fit, the substitution in the order of any other site proposed by the council of the metropolitan borough for that inserted by the local education authority.

RETROSPECTIVE TABLES.

STATISTICS OF ELEMENTARY SCHOOLS OF ENGLAND. ^a

Table I shows the comparative growth of board and "voluntary" schools, the latter chiefly denominational, as indicated by average attendance for successive years from 1870 to 1902, inclusive. Table II shows the accommodation and enrollment in the different classes of schools for the year 1901 in comparison with the same for 1891.

TABLE I.—*Number of children in average attendance in public elementary day schools, board and voluntary, inspected during the year.*

Year ending Aug. 31—	Board.	Volun- tary.	Board.	Year ending Aug. 31—	Board.	Volun- tary.	Board.
			<i>Per cent.</i>				<i>Per cent.</i>
1870		1,152,389	0.0	1887	1,315,461	2,211,920	37.3
1871		1,231,434	.0	1888	1,378,006	2,236,961	38.1
1872	8,726	1,227,492	.7	1889	1,424,885	2,257,790	38.7
1873	69,983	1,412,497	4.7	1890	1,457,353	2,260,559	39.2
1874	133,293	1,540,466	8.2	1891	1,491,571	2,258,385	39.8
1875	227,235	1,609,895	12.4	1892	1,570,397	2,300,377	40.6
1876	323,071	1,656,502	16.5	1893	1,688,668	2,311,362	41.2
1877	427,533	1,723,150	19.9	1894	1,777,797	2,448,037	42.1
1878	559,078	1,846,119	23.2	1895	1,879,218	2,445,812	43.4
1879	669,741	1,925,254	25.8	1896	1,956,992	2,465,919	44.2
1880	769,232	1,981,664	28	1897	2,016,547	2,471,996	44.5
1881	856,351	2,007,184	29.9	1898	2,072,911	2,481,254	45.5
1882	945,231	2,039,920	31.3	1899	2,157,805	2,499,133	46.1
1883	1,023,904	2,098,310	32.9	1900	2,177,253	2,488,877	47
1884	1,115,832	2,157,292	34.1	1901	2,239,375	2,492,536	47.3
1885	1,187,455	2,183,870	35.2	1902	2,344,020	2,546,217	47.9
1886	1,251,907	2,187,118	36.4				

^a Annual reports of the committee of council on education, 1870 to 1898-99, inclusive; report of the Duke of Newcastle's commission, 1861; report of the royal commission on the elementary education acts, 1888; special reports on educational subjects, education department, 1898-99; reports of the board of education, 1899-1900, 1900-1901, 1901-2. The retrospective tables are derived chiefly from the last-named source and the final report of the committee of council on education (1898-99).

TABLE II.—*Accommodation and enrollment in the several classes of elementary schools, 1902 and 1891.*

Denomination.	Schools, i.e., institutions under separate management.	Departments in which separate head teachers are employed.					Scholars for whom accommodation is provided.	Number on roll.	Actual average number of scholars in attendance.
		Boys.	Girls.	Mixed.	In-fants.	Total.			
Schools connected with National Society or Church of England	11,711	1,668	1,605	9,502	3,631	16,046	2,813,978	2,328,455	1,927,663
Wesleyan schools	458	28	23	428	235	714	183,673	159,485	130,102
Roman Catholic schools	1,056	230	217	818	529	1,794	403,064	333,588	269,191
British and other schools	1,043	143	111	845	378	1,477	322,887	237,133	218,481
Total voluntary schools	14,268	2,069	1,956	11,593	4,773	20,391	3,722,427	3,058,661	2,545,497
School-board schools	5,943	1,939	1,921	3,911	3,340	11,111	3,003,247	2,839,133	2,369,980
Grand total, 1902	20,211	4,008	3,877	15,504	8,113	31,502	6,725,674	5,897,794	4,915,417
Grand total, 1891	19,535	4,213	3,828	14,610	6,947	29,598	5,641,360	4,883,329	3,754,493

TABLE III.—*Expenditure on public elementary education (England and Wales), 1871-1902 (current and capital).*

Year.	(a) Paid from rates (local taxes board schools only).	(b) Voluntary subscriptions and income from endowments.	(c) Total of columns (a) and (b).	(d) Fees of scholars in elementary schools and students in training colleges.	(e) Total of columns (a), (b), and (d).	(f) School-board loans for building purposes. ^a	(g) Estimated average annual subscriptions for voluntary school buildings.	(h) Grand total of columns (a), (b), (d), (f), and (g).	(i) State expenditure (education department and science and art department).
1871.....	£71,184	£509,262	£580,446	£546,421	£1,126,867	£2600	£441,201	£1,568,668	£927,524
1872.....	162,491	581,014	743,505	607,692	1,351,197	63,487	441,201	1,855,885	1,117,878
1873.....	251,906	642,650	894,556	699,597	1,594,153	861,458	441,201	2,896,812	1,246,851
1874.....	373,859	709,712	1,083,571	826,244	1,909,815	1,539,111	441,201	3,890,127	1,341,089
1875.....	588,845	799,387	1,388,232	948,120	2,336,352	1,435,989	441,201	4,213,542	1,496,471
1876.....	868,418	878,757	1,747,175	1,049,892	2,797,067	1,462,956	441,201	4,701,224	1,642,283
1877.....	1,108,316	290,564	2,028,880	1,154,909	3,183,789	1,821,330	441,201	5,446,320	1,897,350
1878.....	1,328,275	918,390	2,246,665	1,292,615	3,539,280	1,500,163	441,201	5,480,644	2,191,017
1879.....	1,486,250	913,550	2,399,800	1,392,289	3,792,089	1,083,636	441,201	5,316,926	2,348,704
1880.....	1,579,752	905,612	2,485,364	1,452,792	3,938,156	1,090,258	441,201	5,469,615	2,529,572
1881.....	1,772,263	897,279	2,669,542	1,530,929	4,200,471	982,154	441,201	5,623,826	2,636,936
1882.....	1,837,566	893,796	2,731,362	1,607,888	4,339,250	975,245	441,201	5,755,696	2,824,462
1883.....	1,990,162	891,346	2,881,508	1,684,087	4,565,595	850,051	441,201	5,856,847	2,863,260
1884.....	2,207,806	913,525	3,121,331	1,759,289	4,880,620	1,171,288	441,201	6,493,109	3,135,843
1885.....	2,354,006	934,959	3,287,965	1,818,579	5,106,544	1,198,364	441,201	6,746,109	3,285,227
1886.....	2,545,492	917,080	3,462,572	1,840,382	5,302,954	691,601	441,201	6,435,756	3,746,633
1887.....	2,641,554	923,985	3,565,539	1,862,042	5,427,581	430,462	441,201	6,299,244	3,511,654
1888.....	2,631,433	932,403	3,563,836	1,890,537	5,454,373	401,114	441,201	6,296,688	3,605,868
1889.....	2,666,264	941,748	3,608,012	1,932,607	5,540,619	574,828	441,201	6,556,648	3,684,192
1890.....	2,968,696	945,114	3,913,210	1,969,032	5,882,242	377,397	441,201	6,700,840	3,741,351
1891.....	3,331,473	902,113	4,293,586	2,000,676	6,294,262	574,064	441,201	7,309,527	4,185,142
1892.....	3,462,356	980,342	4,442,698	1,320,405	5,763,103	949,079	441,201	7,153,380	4,092,366
1893.....	3,619,167	960,012	4,609,179	593,261	5,002,440	914,539	441,201	6,358,180	6,495,941
1894.....	3,732,342	969,553	4,721,895	390,530	5,082,425	1,557,885	441,201	7,081,511	6,650,969
1895.....	3,987,790	1,000,993	4,988,783	342,900	5,331,683	1,869,362	441,203	7,642,246	6,963,279
1900.....	5,557,557	.....	.....	.....	.....	.....	.....	.....	8,973,871
1901.....	6,331,811	834,123	7,165,934	.....	.....	.....	.....	.....	99,079,686
1902-3.....	6,243,692	876,360	7,123,052	.....	.....	2,150,797	.....	.....	99,339,404

^aThe law of 1870 authorized school boards to borrow money on the security of local taxes (rates) for the building of schoolhouses. Up to the 1st of April, 1901, the education department had sanctioned loans to the amount of £41,624,464 (£208,122,320). The new accommodation thus furnished is sufficient for 2,788,120 children. The estimated cost per child is thus about £14 18s. 7d. (£73). The department has also sanctioned loans to the amount of £132,998 to 10 school boards for providing accommodation for 729 blind and deaf children, and also £26,818 18s. to 5 school boards for providing accommodation for 390 defective children.

^bThe grant for this year does not include the grant from the science and art department, which is no longer applied to elementary schools. This grant, now limited to so-called higher schools, amounted in 1902-3 to £649,702. The Government grant to training colleges not included in the foregoing totals was £231,989.

TABLE IV.—*Expenditure on public elementary education (England and Wales) 1871–1895 (current and capital).*

PROPORTION OF TOTAL EXPENDITURE WHICH FELL (a) ON THE CENTRAL FUNDS OF THE STATE, (b) ON OTHER SOURCES OF REVENUE.

Year.	State.	Other sources of income.	Year.	State.	Other sources of income.	Year.	State.	Other sources of income.
1871	37.16	62.84	1886	35.68	64.92	1893	50.54	49.46
1876	25.89	74.11	1891	36.41	63.59	1894	48.44	51.56
1881	31.93	68.07	1892	43.00	54.00	1895	47.68	52.32

TABLE V.—*Average expenditure (for maintenance only) per scholar in average attendance.*

Year ending August 31—	Board schools.	Voluntary schools.	Year ending August 31—	Board schools.	Voluntary schools.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
1870		1 5 5	1887	2 4 7½	1 16 4½
1871		1 5 6½	1888	2 4 7½	1 16 4
1872	1 8 4½	1 7 5	1889	2 4 6½	1 16 4½
1873	1 14 5½	1 9 11½	1890	2 5 11½	1 16 11½
1874	1 15 4½	1 10 10½	1891	2 7 1	1 17 8
1875	1 16 11	1 11 10½	1892	2 8 4½	1 17 9½
1876	2 1 4½	1 13 5½	1893	2 8 1	1 17 6½
1877	2 1 4½	1 13 9	1894	2 8 9½	1 18 1½
1878	2 1 9½	1 14 0	1895	2 10 1	1 18 11½
1879	2 2 0½	1 14 6	1896	2 11 11½	1 19 6½
1880	2 1 11½	1 14 7½	1897	2 13 2½	2 0 6
1881	2 1 6	1 14 11½	1898	2 13 9½	2 2 4½
1882	2 1 6½	1 14 6½	1899	2 15 7	2 5 1½
1883	2 1 3½	1 14 10½	1900	2 17 8	2 6 5
1884	2 1 8½	1 15 2	1901	3 0 2	2 6 8½
1885	2 5 4	1 15 9½	1902	3 0 9	2 6 4
1886	2 4 11½	1 16 4½			

TABLE VI.—*Comparative view of income for maintenance only, day and evening schools, 1894–1900; day schools only, 1902.*

Classification of sources.	Total local sources.			Total Government grants.		
	1894.	1900.	1902.	1894.	1900.	1902.
National Society, or Church of England	£958,485	£937,609	£962,205	£2,613,956	£3,407,479	£3,409,945
Wesleyan	59,488	53,897	55,857	191,647	233,450	233,628
Roman Catholic	96,994	93,835	99,385	309,903	462,492	464,163
British and other schools	153,891	169,710	153,023	355,603	427,701	394,987
Board schools	1,826,071	3,078,954	3,558,143	2,612,140	3,474,799	3,558,495
Total	3,094,929	4,334,009	4,828,613	6,083,249	8,002,978	8,061,218

TABLE VII.—*Number of teachers in public elementary day schools.*

	Year ending August 31—							
	1870.	1875.	1880.	1885.	* 1890.	1895.	1899.	1900.
Certificated teachers:								
Men—								
Trained		7,548	9,546	11,287	12,770	15,023	17,436	17,651
Untrained		2,284	3,975	5,026	5,934	6,200	6,817	6,906
Total	6,395	9,832	13,521	16,313	18,704	21,223	24,253	24,557
Women—								
Trained		7,924	9,347	11,371	12,873	15,616	18,584	19,317
Untrained		3,787	8,554	13,022	14,962	16,102	19,248	20,164
Total	6,072	11,111	17,901	24,393	27,835	31,718	37,832	39,481
Assistant teachers:								
Men—	487	984	2,681	5,104	5,254	5,047	4,725	5,121
Women	775	1,729	4,971	11,514	16,530	22,914	25,508	27,315
Pupil teachers (including probationers): ^a								
Boys	6,384	10,842	10,822	7,625	7,695	7,246	6,643	6,035
Girls	8,228	18,403	21,306	20,113	23,467	26,757	26,706	24,956
Additional teachers, women			2,352	4,292	5,210	11,678	16,717	17,512
Total men	13,266	21,656	27,024	29,042	31,653	33,516	35,621	35,713
Total women ^b	15,775	31,243	46,550	60,312	73,042	93,067	106,763	109,266
Total	29,041	52,899	73,554	89,354	104,695	126,583	142,384	144,979
Per cent of men	45.68	41	36.74	32.5	30.23	26.46	25.01	24.7

^a Year ending December 31 for years 1870, 1875, and 1880.

^b Including pupil teachers and probationers; the latter, numbering 2,656 in 1899, are not included in number of teachers given in Tables I and XIV.

The Government regulations require that the principal of every school which participates in the public grant shall have a Government diploma; that is, shall be a certificated teacher, except under special arrangements. Candidates for the certificate must pass a specified examination and undergo at least a year's probation in actual service in a school.

In determining what is the minimum school staff required the board of education consider the principal certificated teacher to be sufficient for an average attendance of 50, each additional certificated teacher for an average attendance of 60, each assistant teacher for an average attendance of 45, each provisional assistant teacher, each additional teacher, and each pupil teacher for an average attendance of 30, and each probationer for an average attendance of 20.

TABLE VIII.—*Proportion of each class of teachers to the total number.*

Year.	Certificated teachers.	Assistant teachers.	Pupil teachers, including probationers.	Total. ^a	Percentage of total teachers. ^a		
					Certificated.	Assist.-ant.	Pupil.
1870	12,467	1,262	14,612	28,341	44.0	4.4	51.6
1875	20,940	2,713	24,245	52,898	39.6	5.1	55.3
1880	31,442	7,652	32,128	71,202	44.1	10.8	45.1
1885	40,706	16,618	27,738	85,062	47.9	19.5	32.6
1890	46,530	21,784	31,162	99,485	46.8	21.9	31.3
1895	52,941	27,961	34,003	115,905	46.1	24.3	29.6
1899	62,085	30,233	33,349	125,667	49.4	24.1	26.5
1900	64,058	32,436	30,991	127,485	50.24	27.3	23.5
1901	66,149	34,716	28,002	128,867	51.3	26.9	21.8

^a Not including additional women teachers first employed in 1880 (numbering 17,956 in 1901).

TABLE IX.—Average annual salaries of certificated teachers.

Year.	Masters.					Mistresses.				
	Average salary of—			Percentage in receipt of salaries over £200.		Average salary of—			Percentage in receipt of salaries over £200.	
	Principals.	Assistant teachers.	All teachers.	Principals.	All teachers.	Principals.	Assistant teachers.	All teachers.	Principals.	All teachers.
1870	-----	-----	£94	-----	-----	-----	-----	£57	-----	-----
1875	-----	-----	109	-----	-----	-----	-----	65	-----	-----
1880	-----	-----	121	-----	1.05	-----	-----	73	-----	0.51
1885	£132	£90	121	2.11	1.56	£79	£63	74	2.05	1.34
1890	134	90	120	2.95	2.01	83	66	76	2.75	1.68
1895	138	98	122	3.21	1.97	88	73	81	3.51	1.93
1899	144	102	125	3.54	1.97	94	76	84	3.95	1.85
1900	145.7	-----	-----	3.6	1.9	95.7	-----	-----	4.1	1.9
1901	147.5	-----	128.8	3.8	-----	97.1	-----	86.5	4.2	-----

TABLE X.—Comparison of the eleven years 1890–1900 and 1902 with 1870 and 1876.

	Year ending August 31—				
	1870. (Revised Code).	1876.	1890.	1891.	1892.
Schools (institutions) inspected by Her Majesty's inspectors	8,281	14,273	19,419	19,508	19,515
Voluntary schools	8,281	12,677	14,743	14,761	14,684
Board schools	-----	1,596	4,676	4,747	4,831
Departments under separate head teachers in those schools	12,061	20,782	29,339	29,533	29,672
Scholars for whom accommodation is provided	1,878,534	3,426,318	5,539,285	5,628,201	5,692,975
Percentage to estimated population	8.60	14.13	18.34	19.35	19.36
Scholars on the school registers	1,693,659	2,943,774	4,804,149	4,824,683	5,006,979
Percentage to estimated population	7.66	12.08	16.34	16.59	17.03
Scholars in actual average attendance ^a	1,152,389	1,984,573	3,717,917	3,749,956	3,870,774
Percentage to estimated population	5.21	8.10	12.64	12.89	13.16
Percentage to scholars on the school registers	68.06	67.42	77.39	77.72	77.31
Average attendance for payment in infant schools and classes	-----	-----	1,107,805	1,121,990	1,180,782
Average attendance for payment in schools for older scholars	-----	-----	2,632,731	2,650,900	2,712,099
Average attendance of scholars who earned grants upon examination in class subjects	-----	-----	2,432,918	2,521,974	2,595,127
Scholars qualified for grant in specific subjects	-----	-----	73,611	90,087	90,070
Number of departments in which singing was taught:	-----	-----	-----	-----	-----
By ear	-----	16,823	13,054	11,833	10,623
By notes	-----	3,815	16,227	17,645	18,496
Number of schools in which were taught—	-----	-----	-----	-----	-----
Military drill	-----	1,056	1,414	1,265	1,352
Manual instruction	-----	-----	-----	145	235
Science	-----	-----	-----	420	513
Physical exercises	-----	-----	-----	1,441	1,703
Half-time scholars	-----	201,284	175,437	173,040	172,363
School libraries	-----	4,401	4,967	5,560	5,560
Savings banks	-----	-----	2,498	2,629	6,383
Certificated and provisionally certificated teachers ^b	12,467	23,053	46,539	47,823	48,772
Assistant teachers	1,262	3,173	21,784	23,508	23,558
Additional teachers	-----	543	5,210	5,681	6,251
Pupil teachers	14,304	32,231	29,610	28,131	28,961
"Annual grant"	£562,611	£1,316,864	£3,326,177	£3,434,759	£3,561,300

^aIn Table I will be found separately the average attendance in board and voluntary schools.^bMen teachers and women teachers are given separately in Table VII.

TABLE X.—*Comparison of the eleven years 1890–1900 and 1902 with 1870 and 1876—Continued.*

	Year ending August 31—			
	1893.	1894.	1895.	1896.
Schools (institutions) inspected by Her Majesty's inspectors	19,577	19,709	19,739	19,848
Voluntary schools	14,673	14,623	14,479	14,416
Board schools	4,904	5,081	5,260	5,432
Departments under separate head teachers in those schools	29,804	30,033	30,237	30,521
Scholars for whom accommodation is provided	5,762,617	5,832,944	5,937,288	6,072,374
Percentage to estimated population	19.58	19.44	19.53	19.71
Scholars on the school registers	5,126,373	5,198,741	5,239,409	5,422,989
Percentage to estimated population	17.24	17.29	17.43	17.60
Scholars in actual average attendance	4,100,060	4,225,834	4,325,030	4,422,911
Percentage to estimated population	13.79	14.06	14.23	14.35
Percentage to scholars on the school registers	79.98	81.29	81.61	81.55
Average attendance for payment in infant schools and classes	1,276,302	1,318,478	1,333,630	1,370,592
Average attendance for payment in schools for older scholars	2,846,549	2,923,629	3,003,798	3,070,550
Average attendance of scholars who earned grants upon examination in class subjects	2,752,261	2,884,196	2,980,948	3,052,692
Scholars qualified for grant in specific subjects	100,120	113,384	123,012	138,814
Number of departments in which singing was taught:				
By ear	9,655	8,690	7,892	7,204
By notes	20,106	21,530	22,302	23,280
Number of schools in which were taught—				
Military drill	1,346	1,343	1,572	1,903
Manual instruction	430	677	949	1,178
Science	557	573	632	783
Physical exercises	1,938	2,259	3,185	5,393
Half-time scholars	164,018	140,831	126,896	119,747
School libraries	5,832	6,225	6,381	6,550
Savings banks	8,548	8,668	8,410	8,065
Certificated and provisionally certificated teachers ^b	49,340	50,689	52,941	56,712
Assistant teachers	25,123	26,067	27,961	25,393
Additional teachers	8,534	10,196	11,678	12,838
Pupil teachers	27,288	28,739	31,476	33,529
"Annual grant"	£3,783,237	£3,926,641	£4,051,281	£4,217,506

	Year ending August 31—				
	1897.	1898.	1899.	1900.	1902.
Schools (institutions) inspected by Her Majesty's inspectors	19,958	19,967	20,064	20,100	20,158
Voluntary schools	14,434	14,382	14,432	14,400	14,275
Board schools	5,524	5,555	5,632	5,691	5,878
Departments under separate head teachers in those schools	30,847	30,911	31,173	31,234	31,372
Scholars for whom accommodation is provided	6,215,199	6,316,866	6,417,514	6,509,611	6,681,295
Percentage to estimated population	20.01	20.11	20.21	20.28	20.54
Scholars on the school registers	5,507,629	5,576,866	5,654,062	5,686,114	5,881,278
Percentage to estimated population	17.73	17.76	17.81	17.71	18.08
Scholars in actual average attendance	4,488,543	4,554,165	4,635,938	4,666,150	4,788,400
Percentage to estimated population	14.45	14.50	14.60	14.53	14.72
Percentage to scholars on the school registers	81.50	81.66	82.01	82.06	81.41
Average attendance for payment in infant schools and classes	1,391,091	1,428,321	1,476,309	1,478,211	1,486,023
Average attendance for payment in schools for older scholars	3,117,469	3,148,851	3,195,671	3,239,236	3,302,377
Average attendance of scholars who earned grants upon examination in class subjects	3,107,051	3,143,618	3,192,794	3,227,985	-----
Scholars qualified for grant in specific subjects	156,314	175,689	346,301	330,815	-----
Number of departments in which singing was taught:					
By ear	6,536	5,899	5,250	4,577	2,299
By notes	24,284	24,991	25,901	25,638	29,077

^a In Table I will be found separately the average attendance in board and voluntary schools.

^b Men teachers and women teachers are given separately in Table VII.

TABLE X.—*Comparison of the eleven years 1890–1900 and 1902 with 1870 and 1876—Continued.*

	Year ending August 31—				
	1897.	1898.	1899.	1900.	1902.
Number of schools in which were taught—					
Military drill	2,418	2,555	2,659	2,888	6,437
Manual instruction	1,274	1,335	1,587	1,708	1,749
Science	901	951	1,075	1,229	-----
Physical exercises	7,845	8,569	9,115	9,675	-----
Half-time scholars	110,654	103,678	95,621	89,066	-----
School libraries	7,066	7,398	7,875	8,114	8,594
Savings banks	7,489	7,393	7,327	7,133	7,071
Certificated and provisionally certificated teachers ^a	58,814	59,874	62,085	64,038	67,813
Assistant teachers	25,206	26,736	30,233	32,436	36,265
Additional teachers	14,155	15,136	16,717	17,512	17,588
Pupil teachers	32,598	31,038	30,783	29,393	29,218
“Annual grant”	£4,339,739	£4,554,932	£4,835,055	£4,911,269	£5,275,883

^a Men teachers and women teachers are given separately in Table VII.^b Annual grant only.TABLE XI.—*Comparative statistics of education in Scotland.*

	Years.				
	1872.	1880.	1890.	1900.	1901.
Estimated population	3,395,802	3,705,314	4,109,275	4,324,944	4,472,000
Number of schools	1,979	3,064	3,076	3,135	3,141
Departments:					
Day	2,133	3,377	3,405	3,562	3,609
Higher grade				31	34
Evening continuation	68	277	191	952	1,032
Accommodation:					
Day schools	281,688	602,054	714,865	893,842	911,398
Higher grade				9,292	9,721
Evening continuation schools (not connected with day schools)		1,361	420	5,064	10,574
Number on the registers:					
Day schools		594,428	664,406	753,287	763,903
Higher grade schools				3,271	3,518
Evening continuation schools		20,279	16,524	82,190	87,599
Average attendance:					
Day scholars	213,549	404,618	512,690	626,089	633,104
Higher grade scholars				2,940	3,270
Evening continuation scholars	3,653	14,297	11,636	43,962	47,002
Number of teachers:					
Certificated	2,566	5,330	7,745	10,845	11,268
Assistant		444	1,320	2,418	2,606
Pupil	3,642	4,582	3,883	3,926	4,035
Queen's scholars in training colleges ^a	729	882	861	1,250	1,360
Queen's students ^b				110	132
Current expenditures		\$4,122,879		\$7,436,752	\$9,063,215

^a Termed King's scholars in training colleges since the accession of Edward VII.^b Termed King's students since the accession of Edward VII.^c For day schools only.

SECONDARY AND TECHNICAL EDUCATION.

England.—The recent changes in the administration of public education in England have brought about a reclassification of schools which must be kept in mind in the endeavor to interpret the official reports, and especially so far as these treat of secondary education. The province of the central authority, i. e. board of education, under the law of 1902, includes, as already explained, elementary education and higher education. Under the latter head are included evening schools, formerly classed with elementary schools, and the schools and classes

receiving the grant for science and art instruction. The status of these several classes of institutions in 1902-3 is shown in part by the following statistics:

Schools.	Number of schools.	Number of students.	Total grant.
Evening schools	5,138	527,729	\$862,788
Schools of science	214	27,852	621,502
Science classes	1,524	^a 143,356	.....
Schools of art	232	110,858	383,009
Art classes	1,123		
Royal College of Science ^b .....	.....	905	.....
Royal College of Art .....	.....	183	.....

^a Thirty-nine thousand one hundred and forty-two day students and 104,414 evening students.

^b An institution of university rank.

The number of secondary schools accepting the Government inspection in the year 1902 was 75 as against 51 in the previous year.

Fifty-two were inspected on the application of the county authorities aiding them. Six were for girls and 6 were mixed schools for boys and girls; 31 were schools receiving grants under the regulations of the board for secondary day schools, and in the case of 16 of these the inspection was required for compliance with the regulations.

The board of education receives also the reports of the administration of the technical instruction laws, from which it appears that during the year ending March 31, 1902, 41 of the 49 county councils in England (Monmouth being excepted) applied the whole of the amount received from the residue of the liquor duties and 8 a part of the amount to technical education.

Of the 64 county boroughs 59 applied the whole of the residue and 5 a part to technical education. Further, 3 county councils and the councils of 30 county boroughs, 99 boroughs, and 189 urban districts made grants out of the rates under the technical instruction acts. In 25 cases local authorities also devoted funds to technical education out of the rates under the public libraries and museum acts.

In Wales and Monmouth the councils of the 13 counties and 3 county boroughs devoted the whole of the residue to intermediate and technical education, chiefly under the Welsh intermediate education act, 1889, and the councils of intermediate education act, 1889, and the councils of 11 counties and county boroughs and 12 boroughs and urban districts made grants out of the rates under the technical instruction acts.

In England and Wales the total amount expended on technical education during the year was £1,057,399 (\$5,286,995). In addition the amount raised by loan on the security of the local rate under the technical instruction act, 1889, mainly for the erection of technical and science and art schools was £206,426 (\$1,032,135). * * * In Wales and Monmouth the total amount devoted annually to intermediate and technical education under the Welsh intermediate education act, 1889, is now approximately £52,000 (\$260,000).

Scotland.—Reference has already been made in the brief conspectus of the Scotch system of education to the status of secondary schools in that division of the Kingdom.

The Scotch education department in the report for 1901-2 state that the number of secondary schools under inspection is now 95, 32 being higher class public schools, 25 endowed schools, and 38 schools under voluntary managers who have invited the inspection.

By the passing of the education and local taxation account (Scotland) act in 1893 an annual sum of £60,000 became available for secondary education in Scotland. The cost of the inspection of higher class schools and of the leaving certificate examination is mainly met from this source, and for the year 1901-2 a sum of £4,700 was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the minute of May 1, 1893, to borough and county committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved

by the department. This arrangement has been continued by subsequent minutes, and the regulations now in force are set forth in the minute of June 10, 1897, as amended by that of April 30, 1900. That minute provides for an extended representation of those local authorities who are willing to intrust to the committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 12 counties, 10 boroughs, and 20 police boroughs have taken advantage of this provision and passed special resolutions, in accordance with which a sum of £12,686 12s. 2d. was this year handed over to the secondary education committees for distribution.

In the local examinations in subjects of science and art in Scotland held during the months of April, May, and June, 1901, there were 27,398 presentations, comprising 10,380 in subjects of science and 17,018 in art. Of these, 6,624 candidates in science and 7,384 in art succeeded in satisfying the examiners, and the department awarded to the successful candidates 14,008 certificates. These examinations numbered 1,928 held in the evening and 81 in the day, being 888 in art subjects and 1,121 in science.

The expenditure from grants for science and art instruction amounted to £79,617 (\$398,085). The department's grant of £2,000 for agricultural education has since 1900 been augmented by a further sum of £2,000 a year from the local taxation account. The sum available for distribution in the year 1901-2, including a balance of £947 8s. 8d. from the preceding year, was £4,947 8s. 8d., and the following table shows the sums actually distributed to the various institutions for the present as compared with the preceding year:

Institution, etc.	Sums paid.	
	1900-1901.	1901-2.
Aberdeen University (agricultural department).....	£. s. d. 500 0 0	£. s. d. 500 0 0
Edinburgh School of Rural Economy.....	1,000 0 0	
Edinburgh East of Scotland College of Agriculture.....		1,780 0 0
West of Scotland Agricultural College.....	2,000 0 0	2,350 0 0
Expense of inspection, etc.....	74 14 2	61 11 2
Total.....	3,574 14 2	4,691 11 2

Present needs of secondary education.—Complete statistics of secondary education in England and Scotland are wanting, but recent estimates indicate that there are at least 250,000 students pursuing secondary studies in England and 75,000 in Scotland. These statistics relate to schools of widely different types, but they are exclusive of pupils in elementary classes. As regards the provision of secondary schools in England all authorities agree that it is, on the whole, inadequate and very unequally distributed, and, further, that in places where the supply of schools is ample there is waste through the want of a proper coordination of different institutions. Hence, although great progress has been made during the last two decades in overcoming the deficiency of secondary schools by the creation of municipal institutions comparable to the high schools of our own country, the call for government aid in this field of effort is as urgent to-day as was formerly that for its intervention in elementary education. Scotland, though relatively better off than England by reason of a more uniform distribution of the means of secondary education of the classical types, is in great need of increased provision for education in science and other modern branches and of a more systematic organization of the various classes of secondary schools.

The condition in respect to this interest in England is set forth in the following letter from Mr. Acland, M. P., former chief of the education department:

Amidst the political controversies that are about to occupy the attention of the public for some months to come, occasionally a voice is heard to say that in order to obtain industrial efficiency we need, among other things, an improved secondary and higher education. Such voices will soon be drowned in the coming strife, and nothing effective may be done.

As regards university education, attention has just been called to the question by Sir Norman Lockyer. The grant from the State for English universities and university colleges (omitting Scotland, Ireland, and Wales) of less than £50,000

a year would rightly be called an absurdity in any other industrial country like ours, and is indeed a scandal. But how is the scandal to be removed? It will never be removed till either a House of Commons or a Cabinet is found which cares about the subject and will force the hand of the chancellor of the exchequer and the treasury.

As regards secondary education, which is the other branch of the subject (and without a really good education in secondary day schools the universities are largely ineffective), the progress we are making is absurdly small in proportion to our needs. To wait for the assistance of private individuals or for grants from rates to bring about what is required is hopeless; and until the State is courageous enough to do more we shall fail to meet existing needs. The increase on this year's Parliamentary estimates for elementary schools and training of elementary teachers in England and Wales (which together cost more than ten millions a year) is more than a million and a quarter. Of this sum rather more than half is aid grant given to ease the passage of the act of 1902 through the House of Commons. The net increase under the head of "other aided schools" not elementary is this year nil. Evening schools, which we are told nowadays to call part of secondary education, are to have less; secondary day schools somewhat more. The total grant to secondary day schools in England and Wales, including a share of administrative expenses, is less than £200,000 a year. What a paltry sum this is for a population of 32,000,000! It is not too much to say that, apart from our great public schools and from private preparatory and other private schools, there ought to be in publicly aided secondary day schools in England and Wales at least 150,000 boys and girls. The annual cost of their education at £15 per head would be £2,250,000. This takes no account of sites and buildings and apparatus for new schools and improvement for existing schools, for which a large sum is required. Endowments count for much less in this matter of the local supply of secondary education than is supposed. As regards parents, a large number will not pay more than a third of the annual cost, and many can not be expected to pay anything. For the rest, including the new buildings required, we are dependent in the main on rates from local authorities and on the State. Much the largest part of the "whisky money" is taken up in expenditure other than that on day secondary schools; and as regards large or generous grants from rates, a most effective block has just been placed in the way in many districts by the act of 1902. Who expects that in districts greatly needing a good supply of secondary education, where the new elementary school rate may be from 4d. upward in the pound, there will be much new money forthcoming for secondary schools from the ratepayers' pocket? Since the report of the royal commission on secondary education, for the appointment of which I was responsible, some of whose recommendations are now quite out of date, we have really done very little; and I despair now as much as ever of seeing anything accomplished which will really meet the national need. All successive governments, conservative and liberal, are equally to blame in not having given effective attention to the subject.

Then not only is the amount spent wholly inadequate, but the grants that are given to secondary day schools are given on a system which could only be justified as long as they came from the science and art department, which is now abolished. From a secondary education department something different is expected. The grants are not given for the work of the secondary school as a whole, but on condition that a certain number of hours' teaching is given to science. This in its actual results, though it is not intended, is in many schools quite as bad for science as for other subjects.

Those who read the report just published by the board of education, by Mr. Headlam, who has recently inspected 70 secondary schools for the board under the act of 1899, must feel a sense of humiliation at what he says, which only confirms what is known to many who are acquainted with the subject. I ought to add that Mr. Headlam's great ability and impartiality are admitted by all who know him. The desire, Mr. Headlam says, to promote efficiency in science by grants given to division A, schools of science, which many grammar schools and other secondary schools, owing to financial pressure, apply for, may defeat the end in view owing to want of training in power of expression and the use of language. Latin is disappearing in many schools. It is often taught for three hours a week as an alternative to shorthand and bookkeeping. Boys who learn Latin and French are in nearly every case completely ignorant of the most elementary facts regarding the history of life of the people whose language they are learning. In the teaching of French there is some hope; but this is not the case with English, in which the very first elements of good work are absent. There may be a fine laboratory and an unlimited supply of apparatus for chemistry and physics, but not a good atlas of modern times in the school. The training of the imagina-

tion and sympathies is absent. Boys are not taught how to use books so as to extract information from them.

There are, of course, a good many schools that escape such condemnation as this report of Mr. Headlam implies. But it is largely true of many schools that this one-sided operation of the grants defeats its own ends; and there are few who regret this more than many of the head masters themselves. It does not really tend to an effective intelligence in scientific subjects, and must, in the long run, as Mr. Headlam says, have a most harmful influence on the intellect and character of the nation.

What, then, is the reason of this state of affairs, which the board of education condemns through the mouth of its own inspector? Can it be that the treasury knows that a more reasonable and educational method of giving aid might bring in more schools and cost more money, or are the board of education satisfied? But, even if my contention on this subject (and I write as a true friend of the teaching of science and manual instruction in our schools) be not granted, how shall we get money to build the new schools required and to improve the old ones? How shall we be enabled to give proper salaries to our head masters and head mistresses, and still more to our assistants, who in a multitude of cases are extremely ill paid, and many of whom, in addition to teaching, are, in order to better their position, working for more qualifications or for degrees, to the detriment of their own health and the great disadvantage of their pupils? I do not hold that educational progress depends entirely on money—far from it; but we have reached a point at which without more money we can make little headway.

To turn to another subject, there is one way in which really valuable aid has been and may be given by the State. It is admitted on all hands that scholarships are essential to help the clever children of the poorer parents into the secondary schools. The aid given by the board of education toward such scholarships, on condition of local contributions to meet their aid from voluntary sources or from rates, on the principle of helping those who help themselves, has been invaluable. Thus in the West Riding of Yorkshire, of whose educational authority I am a member, the amount of the grant for a population of nearly one and one-half millions is about £3,300 a year. To the amazement of all who are interested in this subject, this sum, which is so useful in an industrial district like ours, is now to be withdrawn. At this particular moment of all others in our educational history Lord Londonderry makes the startling announcement, in regulations just published, that after this year these scholarships will be abolished. In the town from which I write, where the rates are 7s. 6d. in the pound, and where notwithstanding this we have voted the whole of our penny rate available for secondary education to our secondary municipal school, we have just in the last few months arranged with the board of education to grant these scholarships from the elementary schools with assistance from the board at an average rate of £7 a scholar. And now the board abolishes them, and will hardly be cynical enough to tell us to find the money they take from us from some other source. The only result will be that a number of poor parents, to whom it is a sacrifice in any case to keep these clever children at a secondary school, will have to withdraw them; and the town and district will be deprived of the improved intelligence and better equipment for life which we had hoped to give them. It is the lack of imagination on the part of the State which makes sudden changes like this, in obedience to the treasury or for other reasons unrevealed, that makes one despair. I do not say that we have not made some improvement in our secondary education. In some fortunate districts considerable progress has been made. But as regards the country as a whole we are disastrously behindhand; and, unless the State takes a completely new departure, disastrously behindhand we shall remain.

The greatly increased grants to other public services in the last few years have tended to the starvation of the particular and extremely important public service of which I am here speaking. The automatic and inevitable increase in the charge on the estimates for elementary education, owing to growth of population or better attendance at school, incites the treasury to take it out of secondary and higher education if it can, or at least to keep them from earning money in any new way. And this will go on unless, as I have said, we get, what we have never had yet, a House of Commons or a cabinet determined to do justice to the local universities and the secondary schools.

I fear it is not much good for a retired politician like myself to make suggestions. Sir Norman Lockyer says we must have a capital sum of 24 millions. Sir Robert Giffen says we ought to increase our annual expenditure on education from 30 millions to 100 millions, and points out most truly that the aid to elementary edu-

cation (which comes to about 20 millions) is only a beginning. When from the remaining 10 millions we deduct the cost of the old universities and the great public schools and the private boarding schools, it will be seen how little is left for the universities and the secondary schools of the industrial population. I would suggest that whatever government is in office next year should propose an addition to these services of our local universities and local secondary schools of 1 million a year to be made in three years. This is less than the increased grant on elementary education alone in this one year. Is this too much in comparison with what is spent on our other public services? The claim is more pressing than any other, as Sir R. Giffen has pointed out, and the expenditure is more quickly remunerative to the community. Of course very careful consultation should be held with those who have the best expert knowledge on the spot of what are our most pressing needs, so that the money should be spent in the most prudent way. But nothing in what has happened in the past gives any special ground for hope. The probability is that when the estimates for Class IV (education—science and art) are produced next spring we shall find some little addition of ten or twenty thousand pounds for university and secondary education, and the Government for the time being will be quite pleased. Everything points to our muddling on as before, because the nation, the House of Commons, and the Government do not really care. I do not, however, wish to be too pessimistic; and in the presence of what is a real national danger I end by expressing the hope that the country may wake up at last and that something really effective may be done.

Yours, faithfully,

ARTHUR H. D. ACLAND.

SCARBOROUGH, *September 12.*

UNIVERSITIES AND UNIVERSITY COLLEGES IN GREAT BRITAIN AND IRELAND.

The term "higher," as we have seen, is now officially applied in England to that part of educational work above the elementary grade, which is within the administrative province of the board of education. But this province does not include higher education in the sense in which the term has been generally used in scholastic classification. Higher education in this latter sense, liberal, scientific, and professional, is provided in Great Britain and Ireland by universities, university colleges, and schools of medicine, of law, and of theology, which have in general no relation to the Government.

The sphere of university influence and activity has been greatly extended during the past two decades, not only by the internal development of the older institutions and the creation of new ones, but also by university participation in the general work of popular education.

Oxford and Cambridge, following the earlier example of the "College of Preceptors," have come into intimate relation with the secondary schools of the country by a system of examinations for individual students and for schools. These universities, together with Victoria, London, and Birmingham universities, are now recognized by the board of education as official agents for the Government inspection of secondary schools, authorized by the law creating the board. The influence of the universities has also been greatly widened by the university extension movement and by the summer schools held at Oxford and Cambridge in the interest particularly of teachers.

The establishment of training colleges for teachers in connection with universities and the multiplication of university chairs of education have conduced also to increase the influence of the universities throughout the whole province of education.^a

^aThe importance now attaching to university chairs of education is indicated by the calling of Mr. Michael E. Sadler to the chair at Manchester University.

The transformation of London University from a purely examining body to a teaching university (University of London acts, 1898) and the foundation of Birmingham University (incorporated 1900) are the most important events in the recent history of higher education in England.

The university colleges recently established in the great centers of industry are rapidly extending their resources and influence. These colleges are characterized by their liberal provision for science instruction and for technical training, and also by the admission of women on the same terms as men. The development of these colleges has been stimulated by a Parliamentary grant, which has been appropriated annually since 1889, to be shared by the university colleges of England on the condition that they submit reports to the education department. The grant, which began at £15,000 (\$75,000), was raised to £25,000 (\$125,000) in 1897. Upon similar terms the three university colleges of Wales received each annually £4,000 (\$20,000) from the treasury. As a condition of sharing in this grant colleges are required to submit an annual report to Parliament setting forth very fully their work and resources, and they are also subject to Government inspection. The official report of the inspectors for 1901 presents the following particulars as to the general character and growth of these institutions:

They fall [says this report] into five groups—(1) the three London colleges; (2) the three colleges constituting the Victoria University, to which may be added the colleges of Nottingham and Sheffield, none of these colleges being at a distance exceeding 40 miles from its nearest neighbor, and all being sufficiently far apart to have their own distinct spheres of influence; (3) the Newcastle College, connected with the University of Durham; (4) the newly constituted University of Birmingham, in which Mason College has been merged; (5) the southwestern group, consisting of Bristol, Reading, Exeter, and Southampton colleges.

The colleges may also be grouped, though not so definitely, by reference to the circumstances which lead to their foundation and development. In a few cases, notably at Manchester, Birmingham, Sheffield, Southampton, and Dundee, an individual benefactor has played an important part. Elsewhere, at University, King's, and Bedford colleges, London, at Liverpool, Leeds, Bristol, and Reading, the foundation has resulted from the cooperation of many people interested in education. The college at Newcastle originated in the action of the University of Durham. The foundation of the colleges at Nottingham and Exeter is mainly due to municipal enterprise, while in several other instances municipal bodies have done much to promote the development of colleges. Advantage was taken in some cases of existing educational institutions and organizations in building up the various foundations. Science and art schools, municipal museums and libraries, technical institutes of various kinds, and, above all, the university extension organization, were utilized for this purpose, and university education, where it was not one of the original objects, was superadded. It would be impossible to classify the different colleges according to the varying proportions of these different elements in their composition. But they may be regarded roughly as falling into two divisions, in one of which the main work consists in popular lectures and technical instruction, combined with a certain amount of real university training for a few students, while in the other the university curriculum forms the leading idea, though technical instruction and popular lectures are also given. The normal career of a university college is to pass gradually from the first of these divisions into the second, and this gradual movement can be clearly traced in several of the colleges during the last five years. * * *

The general result of our observations and inquiries is to show that very remarkable progress has been made by the university colleges during the last five years. The great—we might almost say immense—growth is proved by the following statistics:

(1) The total amount of the benefactions received during the last five years by the twelve colleges which participate in the grant amounts to close upon 1,000,000 sterling.

(2) The total number of day students attending the colleges during the session ending in July, 1901, was 7,825, as against 7,186 attending during the session ending July, 1896.

(3) The advance in the standard of work is more striking than the advance in numbers. This advance is best shown by the larger number of university degrees

obtained by students. The aggregate figures for the two periods are as follows: 1891-1896, 1,437 degrees; 1896-1901, 2,186 degrees.

(4) If the number of class tickets taken out at the colleges and the hours spent by the average student each day in attendance upon lectures and in laboratory work be taken into consideration, it will be seen that the output of the colleges is much greater than it was at the date of the last inspection. Many additional classes are now held, and the total teaching strength of the colleges has been substantially increased by the appointment of many additional professors and lecturers.

The figures given above show how large a measure of local support the colleges have received during the last five years. They also prove the wisdom of the policy of His Majesty's Government in recognizing and encouraging local effort. After a statement on behalf of the colleges of the opportunities which were presented to them, if they had but the money to open up new departments of work, the remark was frequently made to us that the Government gives its help to those institutions which need it least and withholds it from those which, owing to the scarcity of wealthy citizens in the districts in which they happen to be situate or to other local circumstances, are unable to obtain the funds which would place them in a position to develop in the directions in which they believe they could be useful. It is impossible not to sympathize with the authorities of these colleges in their regret that they are unable to take the initial steps in undertakings in which their usefulness would, as they believe, be demonstrated at once. On the other hand, the history of the colleges clearly shows that where opportunities offered the vigor, enthusiasm, and often the self-sacrifice of their officers have enabled them to turn opportunity to account. The opening up of new departments of work has invariably been attempted in a tentative way, but success has brought assistance, and the growth made has been of a healthy and permanent character. We can recall no instance of misdirected activity. New developments have almost always been initiated by the members of the staff. They have, in the first instance, surveyed the ground and proved the practicability of the route. This being done, funds have been collected from private sources or from corporate bodies, and the extended work has become a permanent function of the college. In all cases the recognition by His Majesty's Government of the value of their work has greatly stimulated the efforts of the staff, while an understanding of the principle upon which the Government helps those who help themselves has increased the willingness of wealthy residents in the district to render the college still more deserving of the treasury grant.

We have also been strongly impressed with the importance of the help which the colleges derive from the system of quinquennial inspections, as distinct from the pecuniary support afforded by the annual grant. It is of great value to those who are engaged in teaching and administration to be brought from time to time into contact with persons whose knowledge of the circumstances of other university colleges may enable them to make suggestions on various points. In several cases we have felt that our visit has strengthened the hands of both principal and council in the effort to carry out some needed improvement and occasionally that it had resulted in stimulating local support.

With regard to the question as to "subjects of university rank" we beg leave to report that the colleges agreed with us in regarding as work "of university rank" the systematic preparation of students for the intermediate and higher examinations required for the degrees of the universities with which they are severally connected, excluding technical and strictly professional subjects. The claim of science to be regarded as a "subject of university rank" stands, of course, on exactly the same footing as that of arts. But it should be noted that, as a general rule (not, however, without exceptions), arts occupied a less important position at the colleges than science. At the same time there was no college which was not preparing students for university examinations in arts, while at some of the colleges great efforts were being made by the teachers in the faculty of arts to stimulate among their students an enthusiasm for literary culture and learning. * * *

Nothing has impressed us more than the enormous amount of routine work which the majority of university colleges exact from their teachers. There are, it is true, several exceptions. In certain colleges and in particular departments in which the number of students is small the professors and their assistants have a good deal of leisure and are able to undertake literary and scientific work with the support, in some cases, of fairly satisfactory libraries and laboratory appliances. In the larger and more successful colleges and departments the pressure upon the time and thought of the teachers is unduly great. If the head of a department is to maintain a high standard of teaching and to insure a creditable list of examination successes, he has little leisure for private work, and especially

is he obliged to be assiduous in his duties because the students of the university colleges belong, for the most part, to a social class which exacts the maximum return in results for the fees paid. * * * Under the existing conditions of competition the teachers have no alternative but to reduce to a pulp the mental nutriment with which they feed their pupils. As to the effect of too much work of this kind upon the teacher there is no room for doubt. It tends to sap his intellectual vitality by leaving him neither time nor energy to draw fresh inspiration from the study of the work of others or from his own investigations. A fresh and unharassed mind is, above all things, necessary for research. * * *

In an ever-increasing degree the university colleges are serving to coordinate the various agencies for higher education into an effective whole. They serve to focus educational forces. Particularly is their integrating action noticeable on the technological side, and although their results in this direction are not the phases of their activity which we were commissioned to investigate, they are, in our opinion, so desirable that we venture to call attention to them. Technical institutes are growing up in all large towns. When they are not in direct connection with the university colleges, where such exist, there is inevitably a certain amount of rivalry, with consequent friction, overlapping, and waste of energy. The scientific direction of technological studies is a matter of national importance. In the technical departments of a university college, technical education is lifted to a higher plane. The head of a technical department who is also a member of a college staff, and in close touch with the heads of departments of pure science, takes a higher and wider view of his own work and inspires a more scientific spirit in his pupils. Further than this, the more capable of his pupils have the opportunity of prosecuting the study of the pure sciences as far as their inclination or financial resources allow. * * * In departments which would at first sight appear to be the most distinctly technical we found that researches were being prosecuted which were helping to solve questions of general interest to men of science, the results reaching far beyond the interest of the particular industry to which the department belonged. Every year the boundaries which separate pure science from applied science become more indistinct. The physicist, the chemist, and biologist make discoveries which prove to be unexpectedly useful in their application, while the technologist, going farther and farther afield, undertakes researches the applications of which he can not foresee, in the hope that he may light upon results which commerce can turn to account.

A movement is on foot, under the auspices of Lord Rosebery, to establish in London a technological institute of the highest order. In a letter to the London county council Lord Rosebery announced that upon the basis of an offer by the great South African house of Wernher, Beit & Co. the scheme of a "college of science applied to industry" had been brought within the reach of the resources already at the disposal of the county council. The offer pledges land, buildings, and equipment to the amount of \$2,500,000, with a promise of additional funds provided that the London county council will pledge the sum of \$100,000 annually toward the maintenance of the work.

The county council, in response to the request contained in Lord Rosebery's letter, places on record its opinion that when the land, buildings, and equipment for the proposed additional technological teaching and research are provided to a value of not less than £500,000 (\$2,500,000) the council will be well advised to contribute, out of the moneys annually placed at its disposal under the local taxation (customs and excise) act of 1890, a sum not exceeding £20,000 per annum toward such part of the work as falls within the statutory definition of technical education, subject to the following conditions:

(1) That a scheme be prepared, to the satisfaction of the council, for the constitution of the governing body and the adequate representation of the council thereon.

(2) That financial arrangements adequate to the whole maintenance of the proposed work are made to the satisfaction of the council.

(3) That in view of the national scope and utility of the proposed work substantial contributions toward maintenance may be made from funds of a national character.

(4) That due provision be made in the scheme to prevent overlapping and secure

coordination of the work already carried on by the university colleges, polytechnics, and other science and technological institutions, and the proper connection of the whole with the university.

(5) That a sufficient number of scholarships, including fee places, be placed at the disposal of the council.

(6) That it be considered whether other counties and boroughs should not be invited to contribute toward the maintenance, receiving in return the right to send their picked scholars for instruction under the proposed scheme.

The following table summarizes the statistics of university colleges and universities in Great Britain and Ireland for the years specified:

Attendance at universities of Great Britain and Ireland, 1897-1902.

Universities and university colleges.	Students.					
	1897.	1898.	1899.	1900.	1901.	1902.
GREAT BRITAIN.						
<i>England and Wales.</i>						
Oxford (22 colleges, 5 halls, and noncollegiate students).....	3,408	3,412	3,466	3,499	3,481	3,538
Cambridge (17 colleges, 1 hostel, and noncollegiate students).....	2,929	3,019	3,016	2,985	2,958	2,878
Durham.....	171	174	170	170	<i>a</i> 590	833
London <i>b</i>	-----	-----	-----	-----	6,889	5,880
Victoria (3 colleges).....	-----	-----	-----	-----	2,404	3,239
Birmingham.....	-----	-----	-----	-----	677	664
University of Wales (3 colleges).....	-----	-----	-----	-----	1,428	1,417
University colleges.....	13,411	10,133	11,301	10,789	<i>c</i> 4,131	5,970
University colleges for women.....	393	406	400	427	417	436
Bedford College for Women <i>d</i>	192	223	170	183	-----	-----
Royal Holloway College for Women <i>d</i>	-----	110	110	120	-----	-----
Technical: City and guilds of London (4 institutions) <i>d</i>	-----	1,515	1,532	1,532	-----	-----
<i>Scotland.</i>						
Aberdeen (1 college).....	755	749	765	732	755	788
Edinburgh (1 college).....	2,812	2,813	2,848	2,754	2,929	2,918
Glasgow (1 college).....	1,789	1,918	2,010	2,016	2,013	2,120
St. Andrews (2 colleges).....	236	254	261	264	<i>a</i> 419	469
Dundee University College <i>e</i>	175	180	116	120	-----	-----
Glasgow (technical) College.....	286	260	268	298	298	596
IRELAND.						
Dublin University (1 college).....	1,100	1,084	1,109	1,100	976	1,019
Belfast Queen's College.....	343	343	311	311	359	348
Cork Queen's College.....	206	187	188	188	171	182
Galway Queen's College.....	105	91	91	91	97	97

a Three colleges.

b The reorganized London University includes University and King's colleges, 2 colleges for women (Bedford and Royal Holloway), 6 theological colleges or schools, Westfield College, the Royal Agricultural College, 12 medical schools, the City and Guilds Central Technical College, and the London School of Economics. The number of students is incomplete as regards medical schools and evening classes.

c The greater part of the colleges formerly comprised under the head of university colleges have been gradually included under the following university organizations: London, Victoria, Durham, and Birmingham.

d Included in London University since 1900.

e Affiliated with St. Andrews in 1897, and since 1900 statistics included with those of St. Andrews.

EDUCATION IN IRELAND.

SYSTEM OF NATIONAL EDUCATION (ELEMENTARY).

The system of national education in Ireland dates from 1831, when a board of commissioners for education was created by the Government. In 1845 the board was incorporated by royal charter, and in 1861 a supplemental charter was granted, under which 10 members must be Roman Catholics and 10 Protestants. The

board is composed always of representative men, who adhere to the policy of strict impartiality in religious matters. The schools under the supervision and fostering care of the board are supported by State and local funds. They may be denominational schools (i. e., Roman Catholic or Protestant) or mixed in respect to religion, but the rights of parents in the matter are strictly guarded by a conscience clause in the school regulations, which provides that no child be allowed to attend a religious exercise of a denomination other than his own except upon the written request of the parent.

Grants in aid for the building of schoolhouses are allowed by the commissioners, but must be proportioned to the amount raised locally. The State pays also the larger proportion of the salaries for teachers, requiring a minimum annual augmentation from local funds of £12 (\$60). Altogether the State bears about 94 per cent of the annual expenditure for the schools.

To avoid religious complications the State provides the text-books for secular branches, which are issued at a small cost to the pupils.

For purposes of Government supervision the country is divided into 60 districts, which are grouped in 6 divisions, each in charge of a head inspector. Under these are 29 district inspectors, 7 unassigned inspectors, and 10 inspectors' assistants. Inspectors and their assistants are appointed upon examination testing their scholastic and professional qualifications.

Local civil authorities have no control over the schools. The local managers of schools, who are generally clergymen, come into direct relations with the board of commissioners. They appoint and dismiss teachers and arrange the details of the school work. Of a total of 2,936 managers in 1902, 2,363 were clerical.

The commissioners have direct control of a special class of schools called "model schools," for which they provide the buildings.

"They are intended, as their name indicates, to afford models of the best methods of instruction and organization, and to serve as practice schools for students in training colleges or normal schools." These schools numbered 30 in 1902, with an enrollment of 8,969 day pupils, included in the enrollment given in Table I.

A compulsory school law was passed in 1892, but it has been imperfectly enforced, and Ireland still stands below the other divisions of the United Kingdom in respect to school attendance, as is shown by the most recent statistics. These give the following rates of attendance to enrollment:

	Per cent.
England	83.3
Wales	77.9
Scotland	83.7
Ireland	70.8

Convent and monastery schools afford a large part of the provision for elementary education, and receive, under certain conditions, aid from the Government.

The number of such schools fulfilling the conditions for aid reported in 1902 was 373, with an enrollment of 110,769.

The schools of the Christian Brothers form a large part of the provision for elementary education, especially in the cities, where they are most flourishing. In a debate in the House of Commons in 1892 Mr. O'Brien, member for Ireland, was reported as saying: "The Christian Brothers have practically the education of the whole Irish urban population in their hands, for their schools are situated in all the chief centers of population. The most influential men in every city and large town in Ireland have been their pupils. Their system is regarded in Ireland as the really national system. It is adapted to the genius of the people. It is deeply grounded in their respect and affection."

For the training of teachers for the national schools there are one national and six denominational normal schools which receive grants in aid from the Govern-

ment. They report 1,085 students in training in 1902. Of the 11,977 teachers employed in the national schools in 1902, 52.2 per cent had received professional training.

Provision for agricultural instruction is an important feature of the national system. Instruction in the theory of agriculture is compulsory in all rural schools for boys in the fourth, fifth, and sixth classes, and optional for girls.

The commissioners maintain also two model agricultural schools, and in 1897 they reported 38 school farms in connection with elementary schools and 116 schools having school gardens attached.

The following tables summarize the principal statistics of the national elementary schools for the years named:

Year.	Number of schools in operation.	Average number of pupils on rolls.	Average daily attendance.	Percentage of average daily attendance to average number on rolls.
1888	8,196	846,533	493,883	58.3
1892	8,403	815,972	495,254	60.7
1898	8,651	808,437	518,799	64.2
1899	8,670	796,163	513,852	64.5
1900	8,648	770,622	478,224	62.0
1901	8,692	754,028	482,031	63.9
1902	8,712	747,861	487,098	65.1

The elementary schools are classified with respect to religious denomination as unmixed, i. e., attended by Roman Catholic children exclusively or by Protestant children exclusively, and mixed schools, which are attended by Roman Catholic and Protestant children.

The tendency to diminish the number of mixed schools is indicated by the percentages of such schools at different dates, as follows:

	Per cent of mixed schools.		Per cent of mixed schools.
1878	56.5	1892	45.6
1882	54.0	1897	38.4
1887	49.4	1902	34.3

Number and classification of teachers at the beginning and end of the half decade, 1887-1902.

TEACHING POWER.

	1887.	1902.		1887.	1902.
Principals:			Junior assistants	44	12
Males	4,672	4,688	Manual instructresses		354
Females	3,278	3,565	Work mistresses and industrial teachers	539	623
Total	7,950	8,253	Temporary assistants:		
Assistants:			Males	59	11
Males	867	1,083	Females	91	18
Females	2,341	2,641	Total	150	29
Total	3,208	3,724	Temporary workmistresses	27	2
Total principals and assistants	11,159	11,977	Gross totals	11,918	12,997

EXPENDITURE ON SCHOOLS AND TEACHING STAFFS. ^a

According to the report of the commissioners for the year ending December 31, 1902, the aggregate annual expenditure on the schools from all sources, including Parliamentary grant, school fees, and local subscriptions, amounted to £1,240,710 18s. 10d., as shown in the following table. This would give an average of £2 11s. 6d. for each child in average daily attendance during the year.

(a) From state grants:	£	s.	d.
Grant for primary education	1,171,481	1	11
(b) From local sources:			
Subscriptions and endowments, etc. (toward incomes of teachers)	21,140	16	10
Subscriptions toward repairs, etc.	45,870	16	11
School pence	2,218	3	2
		69,229	16 11
Total annual income of schools from all sources	1,240,710	18	10
Rate per pupil from (a) state grants	2	8	7½
Rate per pupil from (b) local sources	0	2	10½
Rate per pupil from all sources	2	11	6

Secondary and technical education.—An intermediate education board was established in 1878 for the examination of intermediate or secondary pupils. In 1901 the number of candidates for examination was 8,117 (5,829 boys and 2,288 girls), as compared with 9,073 in 1898 and 6,952 in 1881. There was paid to the managers of the schools the sum of \$283,800 on the results of the examination. The expenses of the board are met by a Government grant of about £34,000 annually and local revenues amounting to £65,000, or a total of £99,000.

The Government recently appointed a body of temporary inspectors to investigate the schools, aided by the intermediate education board, with a view to the reorganization and improvement of the system. This division of the educational work in Ireland was also the subject of debate at the education section of the British association, at which papers were read by such well-known authorities as Dr. Starkie, who is a member of the intermediate board, also resident commissioner of national education; Mr. R. M. Jones, a prominent Belfast head master, and the Very Rev. Andrew Murphy, the chairman of the Roman Catholic Head Masters' Association. The drift of the discussion and of the report of the temporary inspectors is thus summed up by an official thoroughly conversant with the field:

Though the intermediate board has done much for secondary education in the past, there appears to be a distinct need of closer coordination between primary and intermediate education in Ireland. There is a lack of trained teachers which threatens to become permanent, owing to the absence of sufficient inducements to lay teachers to enter the profession. The latest modifications of the examination have been a failure, and the best remedy for the present unsatisfactory state of affairs is the establishment of a permanent inspectorate, supplemented by a two-fold leaving certificate. The teaching of English shows some important *lacunæ*. Classics, while satisfactory in the big schools, seem often in a bad way elsewhere. Modern languages, while not badly taught on the old lines, need largely modernizing. Mathematics—the strong subject—requires to be rendered in its first stages more concrete and still further connected with elementary science, which has made a promising start. In a word, while the big schools and those destined largely to supply recruits to the priesthood and religious orders will probably do well to follow out in the main the old classical curriculum, the small country

^a Also £44,222 17s. 9d. paid out of vote for board of public works for buildings, repairs, etc., of vested schools, and £27,075 18s. 1d. contributed from local sources toward the erection of new buildings, etc.

schools would be well advised to throw over the classics, which they appear to be unable to teach in a satisfactory fashion, and boldly opt for one or more of the three alternative modern courses lately established by the board. As Doctor Starkie pointed out, the board deserves the utmost credit for this exceedingly useful decentralization of the programme. The rural Irish school of to-day will be able henceforth, if it chooses, to give its pupils an education that will really fit them for their future life instead of converting them into that most useless and dangerous class, a literary proletariat.

Technical instruction in Ireland is controlled by the department of agriculture and technical instruction, which has an advisory board of technical instruction. The department aims at the coordination of its work with that of other educational authorities, and in 1901-2 its programme of experimental science was adopted in 152 secondary schools, with 6,412 science pupils. Central institutions under the department are the Royal College of Science, Dublin, and the Metropolitan School of Art, the former of which is being, and the latter is about to be, reorganized. Throughout Ireland technical instruction is being organized under the councils of county boroughs, urban districts, and counties. In Dublin and Belfast in 1902 there were upward of 4,000 students attending the technical schools of the councils. Of the annual grant of £55,000, £25,000 is allotted for technical instruction in county boroughs and £30,000 for similar purposes elsewhere, the equivalent grants being continued for three years to institutions which had formerly received them.

THE UNIVERSITY PROBLEM.

The condition of university education in Ireland has been a prolific cause of agitation and of discontent for more than two centuries. The matter is so involved with the relations of Ireland to the British Government that it forms an important factor in the general Irish problem, and its settlement is scarcely less urgent than that of land holdings or of local administration.

The appointment in 1901 of a Royal commission to deal with this interest showed the disposition of the Government to approach the same in a judicial and even conciliatory spirit. The report of the commission has been submitted, and their recommendations are now under consideration. The report emphasizes the evils of the existing conditions, but it also makes very clear the difficulties that are in the way of any satisfactory adjustment of the matter. The members of the commission seem to have little confidence in the practicability of their suggestions. Although, with but a single exception, all the commissioners signed the report, nearly all appended a note of protest against some important point in it. Indeed, from the outset it was foreseen that no final settlement could be expected from the commission because Trinity College (University of Dublin) was excluded from their consideration, and moreover because it was certain that the demands of the Roman Catholic bishops for a separate Roman Catholic university would not be approved. Under the conditions no better course was left to the commissioners than that which they have taken in recommending that the Royal University (which is now purely an examining body) be raised to the position of a teaching university, with federated colleges. These constituent colleges would include the three Queen's colleges already in existence and a new college for Roman Catholics to be established in Dublin, with ample endowments and equipments and a large measure of autonomy.

As regards women students the commission would offer to them every advantage of the university.

In view of the point to which the report of the commissioners has brought the history of university education in Ireland, it is proper to recall here the salient facts in that history divorced from all political or religious entanglements.

The oldest institution for superior instruction in the island is the University of Dublin (Trinity College), chartered by Queen Elizabeth.

Besides the arts faculty, schools of law, divinity, medicine, and engineering are comprised in this foundation. Roman Catholics were not permitted to take degrees in the university until 1793, when the disability was removed by an act of Parliament. Eighty years passed before they were allowed recognition in the election for fellowships or for scholarships on the foundation of the college. Meanwhile, in 1854, a class of nonfoundation scholarships was established which were not restricted to any religious denomination. The final abolition of "tests," excepting in the case of professors and lecturers in the faculty of theology, was accomplished by act of Parliament in 1873, through the direct efforts of Mr. Fawcett, at that time postmaster-general. It is needless to say that Dublin University enjoys a prestige which even those who have suffered from its intolerance in the past recognize with pride.

Until 1850 the University of Dublin was the only body in Ireland authorized by law to confer degrees.

In 1849 three institutions, called Queen's Colleges, were established by the Government at Cork, Belfast, and Galway, respectively, for the avowed purpose of maintaining purely secular instruction. In pursuance of this purpose the colleges were organized with faculties of arts, engineering, law, and medicine, theology being excluded. Parliament voted the money for buildings and equipment, and an annual appropriation of £7,000 (\$34,000) for each foundation. In the following year the work was completed by the creation of the Queen's University in Ireland, empowered to conduct degree examinations for the students of the Queen's Colleges. In 1879 this foundation was abolished and the Royal University created in its place. The examinations and degrees of this university are open to all candidates, women included. Alexandra College, founded in 1866 for the higher education of women, prepares women for the degree examinations.

The movements of which the Queen's Colleges and the Royal University were the outcome are inextricably involved with the political and religious history of the country. The outcome on the side of the Catholic party, which has maintained a struggle for the official recognition of a university of its own, is the college of the Catholic University, Dublin, founded in 1854.

The recognition of women students on the part of the Royal University was undoubtedly the immediate cause of the liberal spirit in which the university commission treated their claims. Still more important is the fact that the example of the Royal University in this respect has at last been followed by Dublin University. The senate of this old and exclusive institution decided, June 9, 1903, in favor of the admission of women to degrees in arts, medicine, engineering, and music, on such terms as may seem to the board and council to be most expedient. A King's letter authorizing the necessary changes will be applied for. This action, it is said, "was practically forced upon the board by the great number of degrees conferred by the Royal University upon women students within the last few years."

LEGISLATION RESPECTING THE EMPLOYMENT OF CHILDREN IN GREAT BRITAIN AND IRELAND.^a

Date of earliest factory legislation.—1802; 1833, Althorpe act.

Date of present law.—1878 to 1895.

To what places the law applies.—Textile and nontextile factories; workshops without power where "articles are made, altered, repaired, ornamented, finished, or adapted for sale by means of manual labor exercised for gain."

N. B. (1) Domestic workshops are subject to regulations with regard to the hours of children and young persons only. (2) In workshops not employing children and young persons the hours of women are regulated. (3) The only

^a From *Factory Laws of European Countries*, compiled by Emma Brooke, pp. 27-29.

workshops which are not liable to factory inspection, save exceptionally for sanitary matters, are those which employ neither women, young persons, nor children. But where dangerous trades are worked, these same workshops are brought under the act. Bakehouses where only men are employed come under the act.

Age of admission of children.—Eleven, if an educational certificate is obtained. In factories a medical certificate is necessary under 16. Children of 11 to 13 years must attend school either twice on alternate days or once every day when working in the morning or afternoon brigades. Children of 13 who have either passed standard V, or, after the age of 5, have made 250 attendances a year for 5 years, at not more than 2 schools, are classed with young persons, i. e., with those of 14 years old. But in Scotland and Ireland, whether certificated or not, all under 14 must attend school; not so in England.

Duration of working day.—In textiles, nontextiles, and workshops the ordinary working period is defined as between 6 a. m. and 6 p. m., or 7 a. m. and 7 p. m., or 8 a. m. and 8 p. m. Exceptionally, the secretary of state may alter the hours to between 9 a. m. and 9 p. m.

Children: Children of 11 to 14 work on alternate days or on the half-time system. (Cf. notes.) Hours of alternate days in textiles, nontextiles, and workshops are 10, with 2 hours' rest. The half-time system in textiles is 6½ hours mornings or 5 hours afternoons, cut by a rest of one-half an hour. Nontextiles and workshops are allowed 6½ hours mornings or 5½ afternoons. In domestic workshops the half-time system only is allowed; hours, 6½ mornings or 6½ afternoons.

Young persons: Young persons of 14 to 18 work 10 hours^a in textiles, and 56½ hours a week. In nontextiles they work 10½ a day and 60 a week. In domestic workshops they work from 6 a. m. to 9 p. m., with 4½ hours for rest and meals.

Women: Women work 10 hours^a in textiles and 56½ a week. In nontextiles they work 10½ and 60 a week. In workshops not employing young persons or children they work a specified period of 12 hours between 6 a. m. and 10 p. m., with a specified period of 1½ hours for meals and rest. In domestic workshops no restrictions on the hours of women.

Concessions as to duration of work.—Overtime is never allowed in textiles. The only concession to children is the occasional one-half hour to complete a process in nontextile factories or workshops, but the hours a week are not to exceed the legal limit.

Young persons: Only three concessions are made to young persons under 18: (a) Water mills, one hour overtime on days other than Saturday in cases of drought or floods might be granted by permission of the secretary of state; but the concession has not been used. (b) Turkey-red dyeing, overtime permitted so far as is necessary. (c) One-half hour overtime is permitted in bleaching, dyeing, print works, iron mills, and foundries to complete a process, but the total hours worked in the week must not exceed the legal limit.

Women: Overtime is never allowed in textiles. In certain specified nontextile factories, workshops, and warehouses of seasonal industries 14 hours are allowed, cut by rests of 2 hours, and not for more than 3 days a week and 30 days a year. To finish a process in certain specified nontextile factories and workshops one-half hour overtime allowed, but the legal time per week may not be exceeded. In specified nontextiles, where goods are perishable, 14 hours cut by rests of 2 hours, of which one-half hour must be after 5 p. m., are allowed, but only for 5 days a week or 60 days a year. In water mills and in Turkey-red dyeing regulations are as for young persons.

Restrictions on night work.—Hours constituting the night are 9 p. m. to 6 a. m.

Young persons: Night work forbidden to all under 18.

Women: Night work forbidden, but in workshops not employing children and young persons women may work until 10 p. m. (Cf. women, "Duration of work.")

Concessions as to night work.—(There are no concessions for women and girls.)

Young persons: Male young persons over 16 may work in lace factories between 4 a. m. and 10 p. m., with 9 hours' rest between; in bakehouses between 5 a. m. and 9 p. m., with 7 hours' rest^b. The state secretary has power to order that male young persons over 16 in bakehouses shall be counted as adults—i. e., over 18.

Male young persons over 16 may be employed for not more than 2 nights a week in newspaper printing works for not more than 12 hours consecutively.

^aTextiles cut by 2 hours' rest, of which 1 hour must be before 3 p. m., and period of work not to be more than 4½ without one-half hour's rest for meals. Nontextiles cut by 1½ hours' rest, of which 1 hour must be before 3 p. m., and period of work must not be more than 5 hours without one-half hour's rest for meals; workshops the same. In domestic workshops 4½ hours for rest and meals for young persons.

^bProvided that they be not employed both before and after the ordinary period on the same day, the ordinary period being as defined above. (Cf. "Working day.")

Male young persons over 14 may in certain scheduled industries^a work at night for 12 consecutive hours, cut by rests as in the day and preceded and followed by a rest of 12 hours. They are only to work thus for 6 nights (or in blast furnaces and paper works for 7 nights) in any 2 weeks^b.

In glass factories male young persons over 14 may work at night, but work to be for 60 hours a week only, each turn (if of 5 hours' work) to be cut by one-half an hour's rest and each turn to be followed by a rest as long as the turn of work^c.

Compulsory holiday and Sunday rest.—Sunday rest compulsory. A short day must be given to all protected hands on one week day in every week. In textiles this must mean Saturday; but in certain nontextiles and workshops another week day may be substituted for Saturday.

Saturday hours: Textiles, women and young persons, 6 a. m. to 12.30 p. m., or 6 a. m. to 1 p. m., with 1 hour rest, for manufacturing purposes; 6 a. m. to 1 p. m. for other purposes, or with 1 hour for meals, to 1.30 p. m.^d

Women and young persons: Nontextiles, women, 6 a. m. to 2 p. m., or 7 a. m. to 3 p. m., or 8 a. m. to 4 p. m. with one-half hour for meals. Or for young persons and women, 6 a. m. to 4 p. m. with 2 hours off for rest, and then only for those young persons and women who have not worked more than 8 hours the rest of the week.

Workshops not employing children and young persons: Women may work 8 hours on short days, with one-half hour for rest.

Domestic workshops: Young persons may work from 6 a. m. to 4 p. m., with 2½ hours' rest. No restrictions for women.

There are six compulsory holidays for protected persons in the year; unless notice be given they shall be Christmas Day, Good Friday and 4 bank holidays, but by due notice given other holidays and half holidays may be substituted.

Restrictions as to dangerous trades.—All protected persons are forbidden to clean machinery in motion.

The restrictions on unhealthy or dangerous trades, in so far as hours are concerned, assign a further limit of time, or they are totally prohibited.^a The rules concern (1) children; (2) children and girls under 18; (3) girls under 16; (4) children and young persons of both sexes.

Women are forbidden to work for 4 weeks after childbirth.

(Mines in English Law do not come under the laws called factory acts.)

Regulations of the hours of men's labor working day.—By the act of 1895, hours in dangerous trades may be limited for men, but the rules must lie before Parliament for 40 days before they are enforced.

CITATIONS FROM THE LAW OF 1903 RESPECTING THE EMPLOYMENT OF CHILDREN APPLICABLE TO ENGLAND AND WALES AND SCOTLAND.

POWER TO MAKE BY-LAWS FOR REGULATING THE EMPLOYMENT OF CHILDREN.

1. Any local authority may make by-laws—

(I) Prescribing for all children, or for boys and girls separately, and with respect to all occupations or to any specified occupation—

(a) The age below which employment is illegal; and

(b) The hours between which employment is illegal; and

(c) The number of daily and weekly hours beyond which employment is illegal.

(II) Prohibiting absolutely or permitting, subject to conditions, the employment of children in any specified occupation.

POWER TO MAKE BY-LAWS FOR THE REGULATION OF STREET TRADING BY PERSONS UNDER 16.

2. Any local authority may make by-laws with respect to street trading by persons under the age of 16, and may by such by-laws—

(a) Prohibit such street trading, except subject to such conditions as to age, sex, or otherwise, as may be specified in the by-law, or subject to the holding of a license to trade to be granted by the local authority;

(b) Regulate the conditions on which such licenses may be granted, suspended, or revoked;

(c) Determine the days and hours during which, and the places at which, such street trading may be carried on;

^a Cf. Notes.

^b Or they may be so employed in 3 shifts of 8 hours each with a rest of 2 unemployed shifts between each 2 employed shifts.

^c Turns of work in glass works, 14 hours each in 4 turns per week, or 12 in 5 turns, or 10 in 6 turns, or any less number of hours not making more than 9 turns per week.

^d Also for manufacturing purposes 7 a. m. to 1.30 p. m., and for other purposes to 2 p. m. is allowed, with at least one-half hour for meals.

(d) Require such street traders to wear badges;

(e) Regulate generally the conduct of such street traders:

Provided as follows:

(1) The grant of a license or the right to trade shall not be made subject to any conditions having reference to the poverty or general bad character of the person applying for a license or claiming to trade;

2. The local authority, in making by-laws under this section, shall have special regard to the desirability of preventing the employment of girls under 16 in streets or public places.

GENERAL RESTRICTIONS ON EMPLOYMENT OF CHILDREN.

3. (1) A child shall not be employed between the hours of 9 in the evening and 6 in the morning: Provided that any local authority may, by by-law, vary these hours either generally or for any specified occupation.

(2) A child under the age of 11 years shall not be employed in street trading.

(3) No child who is employed half time under the factory and workshop act, 1901, shall be employed in any other occupation.

(4) A child shall not be employed to lift, carry, or move anything so heavy as to be likely to cause injury to the child.

(5) A child shall not be employed in any occupation likely to be injurious to his life, limb, health, or education, regard being had to his physical condition.

(6) If the local authority send to the employer of any child a certificate signed by a registered medical practitioner that the lifting, carrying, or moving of any specified weight is likely to cause injury to the child, or that any specified occupation is likely to be injurious to the life, limb, health, or education of the child, the certificate shall be admissible as evidence in any subsequent proceedings against the employer in respect of the employment of the child.

* * * * *

OFFENSES AND PENALTIES.

5. (1) If any person employs a child or other person under the age of 16 in contravention of this act, or of any by-law under this act, he shall be liable on summary conviction to a fine not exceeding 40s., or, in case of a second or subsequent offense, not exceeding £5.

(2) If any parent or guardian of a child or other person under the age of 16 has conduced to the commission of the alleged offense by willful default, or by habitually neglecting to exercise due care, he shall be liable on summary conviction to the like fine.

(3) If any person under the age of 16 contravenes the provisions of any by-law as to street trading made under this act, he shall be liable on summary conviction to a fine not exceeding 20s., and in case of a second or subsequent offense, if a child, to be sent to an industrial school, and, if not a child, to a fine not exceeding £5.

(4) In lieu of ordering a child to be sent under this section to an industrial school, a court of summary jurisdiction may order the child to be taken out of the charge or control of the person who actually has the charge or control of the child, and to be committed to the charge and control of some fit person who is willing to undertake the same until such child reaches the age of 16 years; and the provisions of sections 7 and 8 of the prevention of cruelty to children act, 1894, shall, with the necessary modifications, apply to any order for the disposal of a child made under this subsection.

OFFENSES BY AGENTS OR WORKMEN AND BY PARENTS.

6. (1) Where the offense of taking a child into employment in contravention of this act is in fact committed by an agent or workman of the employer, such agent or workman shall be liable to a penalty as if he were the employer.

(2) Where a child is taken into employment in contravention of this act on the production, by or with the privity of the parent, of a false or forged certificate, or on the false representation of his parent that the child is of an age at which such employment is not in contravention of this act, that parent shall be liable to a penalty not exceeding 40s.

(3) Where an employer is charged with any offense under this act he shall be entitled, upon information duly laid by him, to have any other person whom he charges as the actual offender brought before the court at the time appointed for hearing the charge, and if, after the commission of the offense has been proved,

the court is satisfied that the employer had used due diligence to comply with the provisions of the act, and that the other person had committed the offense in question without the employer's knowledge, consent, or connivance, the other person shall be summarily convicted of the offense, and the employer shall be exempt from any fine.

(4) When it is made to appear to the satisfaction of an inspector or other officer charged with the enforcement of this act, at the time of discovering the offense, that the employer had used all due diligence to enforce compliance with this act, and also by what person the offense had been committed, and also that it had been committed without the knowledge, consent, or connivance of the employer, and in contravention of his order, then the inspector or officer shall proceed against the person whom he believes to be the actual offender in the first instance without first proceeding against the employer.

* * * * *

DEFINITIONS.

13. In this act—

The expression "child" means a person under the age of 14 years.

The expression "guardian," used in reference to a child, includes any person who is liable to maintain or has the actual custody of the child.

The expressions "employ" and "employment," used in reference to a child, include employment in any labor exercised by way of trade or for the purposes of gain, whether the gain be to the child or to any other person.

The expression "local authority" means, in the case of the city of London, the mayor, aldermen, and commons of that city in common council assembled, in the case of a municipal borough with a population according to the census of 1901 of over 10,000, the borough council, and in the case of any other urban district with a population according to the census of 1901 of over 20,000, the district council, and elsewhere the county council.

The expression "street trading" includes the hawking of newspapers, matches, flowers, and other articles, playing, singing, or performing for profit, shoe-blackening, and any other like occupation carried on in streets or public places.

CHAPTER IV.

EDUCATION IN LONDON UNDER THE ADMINISTRATION OF THE LONDON SCHOOL BOARD.

Articles on education in London in previous Reports.

Title.	Report.	Pages.
Elementary education in London and Paris	1889-90	263-280
Religious instruction under the London school board	1892-93	208-218
Elementary education in London	1896-97	15-27

TOPICAL OUTLINE.

Magnitude of the work committed to the London board—Constitution and scope of the first board—Spirit and permanent influence of the first board—Organization in committees—Statistics of elementary schools of London, current and retrospective—Citations from official report for 1901-2: Causes of increased enrollment and average attendance; teaching staff, number, classification, and salaries; subjects of instruction in day schools; higher grade schools; means of fostering interest of pupils; certificates, scholarships, and prizes; financial statement; evening schools, development of, classification, yearly term, progress of students; compulsory school attendance, regulations respecting and means of enforcing; industrial and truant schools—Provision for the physically and mentally defective, inception and development of the work under Mrs. Burgwin—The service of medical inspection of schools.

The new education law for London, which has been considered in the preceding chapter, necessarily brings to a close the existence of the London school board. The moment is therefore opportune for considering the work of this notable body, which, from the election of the first board in 1870 to that of the eleventh and last, presents a remarkable record as regards both its membership ^a and its achievements.

The particulars of this history are set forth in a monograph prepared for the Paris Exposition, ^b in the introduction to which Lord Reay, chairman of the board, characterizes the magnitude of its work as follows:

It must be remembered that London, for density of population and for wealth if not in area, may be compared to a State rather than to a city. Its total population is more than double that of Denmark or of Greece, is larger than that of Scotland, and is only slightly exceeded by that of Bavaria and of Holland. The

^aIn a complete list of members recently published attention is called to the fact that the present leader of the board, Mr. Lyulph Stanley, has had the largest aggregate service of any member, viz, twenty-three years, broken by a short interval through the failure of his candidacy at the triennial election of 1885. The longest continuous service is that of Mr. Whiteley, twenty years and seven months. Miss Davenport-Hill has had the longest term of any woman member and one of the longest recorded, eighteen years.

^bBy Thomas Alfred Spalding, LL. B., barrister at law, private secretary to the chairman of the school board for London, assisted by Thomas Stanley Canney, B. A., with contributions by members of the staff, and a preface by Lord Reay, G. C. S. I. G. C. S. I. E., chairman of the board.

child population of London standing in need of elementary education is larger than the total population of any European city except Paris, Berlin, St. Petersburg, Moscow, and Vienna, and is more than double that of Bristol, Dresden, or Prague.

The total sum raised within the administrative area of London for municipal purposes (including education) is equal to the total revenue of Saxony, or Portugal, or Chile, while the sum expended in London upon elementary education alone is equal to the total national expenditure of Denmark, Norway, or Switzerland.

We may add, for emphasis to the American reader, that the population of inner or registration London, viz., 4,536,963 (census of 1901) is exceeded by only three States of the United States—New York, Pennsylvania, and Illinois, while greater London, with a population of 6,580,616, is exceeded by New York alone.

It must not be forgotten [continues Lord Reay] that these comparisons represent the present facts, not the condition of affairs in 1870. During the thirty years that have elapsed since that date the population and the ratable value of London have increased with great rapidity. One test of this increase may be found in the number of children requiring public elementary school accommodation, which has nearly doubled since 1872. In that year the estimated number was about 455,000, in the present year (1900) it approaches 785,000 (in 1900, 787,678). In the same years (i. e., 1872 and 1900) the ratable valuation of London was about £20,000,000 and £36,000,000, respectively. A rate of a penny in the pound produced £85,000 (\$425,000) in 1872; at the present time it produces about £150,000 (\$750,000).

The vastness of the population with which the school board for London had to deal was not the only factor which differentiated its work from that which was imposed upon other school boards. London in 1870, with all its concentrated wealth, was more in arrears in the matter of school provision than any other part of the Kingdom. It was estimated in 1872 that there were no less than 196,000 children within the metropolitan area for whom, if they had desired to go to school, no efficient school places were provided. These waifs and strays of the vast city received only such education as they could pick up in its streets and alleys, or at best in establishments which were schools only in name. The voluntary system had not been able to cope with the evil either by its own unaided effort or by help of the subvention afforded to it by Government during the period immediately preceding the establishment of school boards. Lord Brougham, speaking in 1837, had said, in regard to the whole of the country, that the voluntary school system was able to supply the needs of the annual increase of child population, but that it was incapable of overtaking the accumulated deficiency in school accommodation. And this gloomy view of the question was true as regarded London. Between 1837 and 1868 there was apparently but little improvement in the proportion between the number of school places and of school children.

The main cause of this paralysis was the cost of obtaining sites for the erection of schools. In the heart of a crowded city the price of land runs up to a figure which is prohibitive to the charitably inclined, and it is precisely where population is densest that school buildings are most required. The task had become impossible save by a State or municipal effort, coupled with the power of acquiring sites compulsorily in districts where school accommodation was needed. The problem of London education was so complex and presented such apparently insuperable difficulties that the first educational scheme of the Government in 1870 excluded London entirely from the operation of the bill which ultimately became the education act of 1870. It was the intention of the Government to deal with the question in London at a later date and by different methods. It was only after much hesitation that they finally decided to apply to London similar machinery to that which they had devised for the rest of the country.

The constitution and work of the first school board for London.—The following citations from the monograph referred to set forth in brief the constitution of the first school board for London and the problems with which it was confronted:

The impending election of members of the first school board for London, which was fixed for November 29, 1870, stirred the interest of the community profoundly. Never before had any municipal contest called forth so much excitement. Many of those who had heartily supported the policy of the education act deemed that policy to be a grand experiment which would have to justify itself by its success. Not a few ardent advocates of elementary education for the people doubted

whether the machinery created for the provision of that education was the best that could be devised. No less than 135 candidates appeared to contend for the 49 seats upon the board, and as the contest proceeded those who most sincerely desired the success of the new policy noted with regret, and almost with despair, that the battle raged as it had raged in Parliament around the narrow question of the nature of the religious instruction which should be given in the schools of the board, ignoring the broader educational problem which was submitted to the ratepayers of London. * * *

There was another element of interest in the approaching election besides the question of education. The act, and the powers exercised by the education department under the act, had imported into English municipal life two changes which were foreign to all its traditions. The London school-board election of 1870 was the first election of any importance which was conducted by ballot (except in the city of London) and with a cumulative vote. It would be foreign to the purposes of this inquiry to deal at large with the prophecies of accident, mistake, and fraud which it was declared would result from the abolition of the system of open voting which was at one time deemed a bulwark of the constitution. It is enough to say that in the result the working of the election proved these prophecies groundless. The cumulative vote, devised especially for school-board elections, gives to each elector a number of votes equal to the number of candidates to be elected, which he may give to one candidate, or divide as he pleases among a number of candidates. It was the outcome of the religious controversy, and was designed to assuage the fears of the smaller religious sects that their views would obtain no representation upon the board. Even the permissive application of compulsory by-laws contemplated by the act would have been impossible if the board had been composed of members of one dominant creed, and the government hoped that by adopting the cumulative vote the representation of minorities would be secured. In this respect it is to a certain extent effectual, more especially in periods of apathy which result in a small poll. On such occasions the pastor of a strong and energetic church or the favorite orator of a political club can, by a concentration of all the votes of a following comparatively small in relation to the whole constituency, secure his own return. But on occasions when the feeling of the electorate is deeply moved, as was the case at the first election of the London school board, the minority candidate has far less chance of success. The fact that the most diverse opinions were represented upon the board was due to the formation in many divisions of influential committees to promote the return of suitable candidates irrespective of their religious and political views, rather than to the operation of the cumulative vote. * * *

The result of the poll was the election of a board remarkably representative of the varied schools of thought. Upon it were to be found politicians, two of whom subsequently attained to Cabinet rank; clergymen, two of whom afterwards rose to the Episcopal bench; and representatives of various dissenting bodies. Science and literature were represented; men well known for philanthropic work found seats on the board, together with many who had earned a reputation as educationists. Ladies succeeded in gaining seats in two divisions.

The first meeting of the board was held at the Guild Hall on Thursday, December 15, 1870, at the invitation of the city corporation. The first business before the board was the election of a chairman. Before the election took place a preliminary question had to be settled. The act of 1870 conferred upon the school board for London the power to pay its chairman such salary as the board should fix, subject to the consent of the education department—a power which was not granted to any other school board. A motion was at once made “that no salary be awarded to the chairman,” and this, after some discussion, was carried by a large majority. This decision practically settled in the negative the question whether the chairman of the board should receive a salary. Although two attempts have been made to reverse it, neither was successful. In 1879, soon after the fourth triennial election, a memorial was presented to the board praying that a salary might be paid to the chairman, on the ground that the growing work of the board renders it desirable in the interest of the ratepayers that the board should have the full advantage of the entire services of its chairman, who would thus be enabled to exercise a more efficient control over the expenditure and general work of the board. A very heated debate ensued, acrimonious out of all proportion to the importance of the question which had been raised by the memorialists. The board eventually resolved “that the memorial be respectfully received, and that an answer be returned stating that it is inexpedient at the present time to entertain the prayer of the memorial.” The “inexpediency” of “the present time” was alleged to be due to the fact that the board had only just been elected and that new members were on that account unable to judge of the wisdom of the

proposal; but the terms of the answer were merely the courteous cloaking of a refusal to consider the memorial. Rather more than a year afterwards, when members had enjoyed a full opportunity of measuring the merits of the proposal, the question was again raised in the form of a motion to pay the chairman of the board an annual salary of £1,500. Only three members voted for the motion, while 30 voted against it. Since that time the question has never again been raised. The chairmen of the board have always discharged their onerous duties gratuitously, although there is a very prevalent opinion that they have been in receipt of a substantial salary. The chairmanship of the board is only one more instance of the fact that in English public life men of position are frequently found who are willing, often at considerable personal sacrifice, to undertake onerous, and sometimes thankless, offices without reward.

Another peculiarity in regard to the chairmanship of the London school board may be mentioned here. The education act empowered the board, if it saw fit, to elect a chairman who was not one of its members. An outside chairman, if so elected, was created by virtue of his office a member of the board in all respects as if he had been elected by the ratepayers. He could therefore exercise the right of voting as a member of the board as well as give a casting vote in the event of an equality of votes. It does not appear that the suggestion was ever made that the first board should seek a chairman from outside its own ranks. Within the board there were many men of ability who were capable of performing the duties of the office; but one of them, Lord Lawrence, who had filled the post of viceroy of India, a man of rare business capacity and universally esteemed, was more particularly marked out for the post. Three other candidates were nominated, and the selection was conducted by two ballots, after each of which the lowest candidate retired. Lord Lawrence headed the poll in each ballot and was eventually elected chairman by an unanimous vote. The practice of electing a member of the board as chairman was continued until 1894. After the election in that year, which resulted in a somewhat equal balance of parties, an outside chairman was elected. Since that date this precedent has been followed.

The problem with which the board had to deal presented itself in six main sections, as follows:

I. *Statistical*.—This included the methods of ascertaining the number of children of school age who required accommodation and the number of school places already in existence. Until these figures could be ascertained the board could not know precisely for how many children or in what localities it would be necessary to build schools, although it was notorious that a large amount of school provision was immediately necessary.

II. *School buildings*.—Having thus ascertained the amount of school provision that was needed, the next questions which arose were the acquisition of sites for new schools and the character of the buildings which should be erected upon those sites. In regard to school buildings, the board inaugurated a policy of improvement upon the old type of school which was almost revolutionary. In the light of modern construction the older schools of the board are now deemed ill-designed and inconvenient, but when they are thus criticised it is necessary to bear in mind the type of school which they supplanted.

III. *School management*.—Having examined the character of the school buildings which the board designed to erect, the next subjects of investigation are the scope of the instruction which was to be given to the scholars, the nature of the school apparatus, and the organization of the teaching staff. The first branch of this subject must include the vexed question of religious instruction. When it is remembered that under the new code of 1871 the only subjects of instruction which earned Government grant were reading, writing, and arithmetic, and not more than two specific subjects in Standards IV–VI, and that the cost of teaching any other subjects must of necessity fall upon the rates, it will be seen that the temptation from the point of financial economy to place a narrow limit upon the curriculum was great. Fortunately the board took a broad view of its duties in this respect. Indeed, it may be said that in regard to school curricula the locally elected educational bodies have as a rule led the education department. They have introduced subjects of instruction into their schools without the financial aid and often without the encouragement of the permanent governmental organization. When the experiment has proved a success the education department has tardily admitted the subject into the code and allowed it to earn a grant. The result of such a policy has been the piling up in the code of an aggregation of subjects of instruction which, viewed as a curriculum, seems designed rather to confuse than to guide the teacher. Nothing is more remarkable in the history of English education than the lack of initiative, which has until recently been char-

acteristic of the education department. It has limited itself to the duties of dispensing the Government grant and of criticising the results obtained in the schools; but for any initiative, any well-ordered scheme for the improvement of educational efficiency, it was necessary, until within the last few years, to look not to the department, but to the school boards and to independent enthusiasts for educational progress. The evil arising from the lack of coordination in subjects of instruction has been to a great extent remedied by the code for 1900, which has for the first time introduced a "course of instruction" for elementary schools.

IV. *Compulsion*.—The schools having thus been established and staffed, the next question for consideration was whether the children who failed to make use of them should be compelled to attend, and, if so, by what machinery. This, with the exception of the question of religious instruction, was the most delicate point which the board was called upon to decide. Many ardent educationists doubted the wisdom of enforcing education by compulsion, and more feared that parents would resent its application as a new and intolerable limitation of their liberty.

V. *Industrial schools*.—The education acts conferred upon the school board powers to deal with the class of children who are vagrants and are in danger of falling into criminal courses. The education of these children had been provided for by statute some four years previous to the passing of the education act, and certain powers under the industrial schools act of 1866 were conferred upon the board. It was manifestly convenient that the education authority of any district should have control over the education of the waifs and strays of that district, although it had to be conducted in institutions other than the public elementary school. Subsequent developments of the law and of administrative practice have made industrial schools auxiliary to the work of compulsion. The habitual truant is committed to a school conducted under the industrial schools act, called a "truant school." After a short period of detention he is licensed out on the condition that he attends school with regularity. A breach of the condition involves recommitment to the truant school.

VI. *Finance*.—The last branch of the board's work which remains for consideration is the sources from which its income is derived, the methods by which such income is raised, and the control which is imposed upon its expenditure.

As to the spirit and the methods in which the problem thus analyzed was met it is enough to quote the testimony of Doctor Macnamara, M. P.:

The first two boards laid down the main line of policy on broad and progressive educational lines. The religious difficulty was solved by a happy compromise, to which churchman and nonconformist—like Prebendary Thorold and Doctor Angus—and Tory and Liberal—like Mr. W. H. Smith and Mr. Samuel Morley—gave complete and satisfied adherence. * * * Scales of salaries were laid down that secured for London the best the training colleges for teachers could furnish, and schemes of staffing and of instruction were put on the stocks in a way that would not have done discredit to the most enlightened educationalism of thirty years later.

The policies of the board have been widely copied and it has led in many important educational reforms.

The best tribute to its history [says Doctor Macnamara] is the fact that, go where you will, up and down the country and out of it, you will find some of its syllabuses and regulations in force. Its Scripture syllabus is particularly famous, being now in actual operation in many parts of the British Empire. So, too, with its classical—I use the word advisedly—schemes of instruction in physical training, in domestic economy, and so on. They are the standard works in these subjects all the country over. Its code and regulations for local managers has long since become the recognized official guide. Already quite a number of the new educational authorities under the education act of last year have issued codes of regulations for managers confessedly based upon the voluminous and strikingly able set of resolutions issued by the London board. Every year sees scores of distinguished visitors and deputations from the educational worlds of the States, our colonies, and the Continent busy with notebook in hand in the board schools of London.

The care of the mentally and physically deficient children; the problem of how to meet the cases of those unhappy little ones whom hard necessity drives to school daily in an ill-fed condition; the administration of the compulsory attendance by-laws, and the development of evening school work, these and a hundred other problems of first-class importance have been dealt with nowhere with greater care, assiduity, and success than under the London school board. The

teaching of swimming to both boys and girls has always been a feature of London school-board work, and tens of thousands of young Londoners hold the board's certificate of proficiency. One little chap down East Lambeth way has already saved six lives as a result of his board-school teaching. Scripture teaching, too, has always reached a very high standard under the London school board, stimulated, no doubt, by the admirable "Peek" prizes. Though the "scholarships" and "bursaries" at the board's disposal have not been many, yet its sons have found their way to wranglerships and the university-honors lists of most of the British universities. Many, too, have won their way to fine positions in professional and commercial life. Indeed, the result would astonish some good people could we but put the letters "L. S. B." in a directory after the names of all London citizens who began life in the humble board school.

To facilitate the enormous work which devolved upon it, the London board was early organized in 7 standing committees and 23 subcommittees. There were formed also committees of members for each of the 11 electoral divisions of the metropolis who should nominate (1) the visitors (about 324 in number) employed to look after the school attendance of the children of their respective districts, and (2) the local school managers, numbering about 3,000. The appointment of such managers was authorized by the education law of 1870, and to them the school boards might delegate any of their powers excepting that of raising money. The appointment became necessary when private schools were transferred to a school board as a means of preserving the continuity of their supervision. It will be observed that the law of 1902 and the new law for London both provide for the continuance of this policy.

The London board has employed further 8 inspectors, 11 superintendents, 3 medical inspectors, a large clerical force, and a large number of special instructors and examiners in addition to the regular teaching staff. This mere enumeration of duties and responsible agents serves to illustrate the enormous work that has been added to the heavily burdened county council by the new law.

The latest official report of the board brings the history of its operations to the 25th of March, 1902. What has been accomplished in respect to collecting the statistics of the child population of the metropolis, of the schools, and securing school attendance is summarized in the following comparative table:

Statistics of elementary schools of London.

	<i>a</i> 1872.	<i>a</i> 1882.	<i>b</i> 1892.	<i>b</i> 1902.
Number of children scheduled.....	.....	678,475	80,391	887,391
Accommodation required according to the statistical committee's general reports.....	454,783	593,666	707,342	787,678
Accommodation:				
Board schools.....	28,227	280,275	436,367	565,325
Nonboard schools.....	249,705	263,617	256,266	218,976
Total.....	277,932	543,892	692,633	783,701
Average number on roll:				
Board schools.....	29,503	295,833	465,066	546,370
Nonboard schools.....	211,421	223,297	213,243	215,959
Total.....	240,927	519,130	678,309	761,729
Average attendance:				
Board schools.....	19,421	238,205	332,585	462,840
Nonboard schools.....	165,482	174,723	165,050	175,930
Total.....	184,903	412,928	527,635	638,170
Percentage of average attendance on average number on the roll:				
Board schools.....	65.8	80.5	77.9	84.7
Nonboard schools.....	78.2	78.2	77.3	81.4
Total.....	76.7	79.5	77.7	83.7

a Estimates made in March.

b Estimates made in December.

The board had under its charge in 1901-2 501 ordinary schools, comprising 444 departments for boys, 440 for girls, 83 mixed departments, and 483 departments for infants (i. e., children under 7 years of age). The number of special schools, or centers, as they are termed, is given in a table below.

With respect to the enrollment (i. e., 546,370) and average attendance (463,840) in the ordinary board schools the school-management committee report that the increase in both particulars for the year 1902 was greater than in any year for the last seven years. The increase in average attendance is said to be due chiefly to the efforts of the teachers. The increase in enrollment is attributed to the operation of the new by-laws, which raised the higher limit of age for compulsory attendance to 14 years, abolished half-time attendance, and raised the maximum penalty for violation of the law to 20s. Under the law no children under 14 years of age can claim exemption from school attendance unless they pass examination in standard VII. The effect of these new requirements has been to prolong school life, as is clearly shown by the fact that, while the number of children between 3 and 14 years of age scheduled in the metropolitan county has diminished, there has been a marked and disproportionate increase in the number between 13 and 14 enrolled in school.

It might have been expected [says the committee] that the numbers in standards from V upward would have been equalized in approximately the same degree as the numbers of the ages from 10 upward. Such, however, does not appear from the classification of the pupils. The age percentages now as compared with those of 1892 are as follows:

Year.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 years and over.
1892.....	11.2	10.5	9.1	3.5	0.8
1902.....	10.3	9.9	9.8	9.0	1.3

whereas the standards (grades) percentages now as compared with those of 1892 are:

Year.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Standard VIII.
1892.....	15.3	11.1	6.5	2.3	0.5
1902.....	15.2	12.6	8.6	4.8	1.2

Six children out of every seven who are in school at 10 years of age stay on until 14. But one-sixth of those who reach standard IV do not reach standard V, one-third of those who reach standard V do not reach standard VI, and nearly one-half of those who reach standard VI do not reach standard VII.

With respect to teachers the school-management committee report as follows, the bracketed figures being for the previous year:

The teaching staff of the ordinary schools and of the higher grade and higher elementary schools consisted on the 25th of March of 11,235 [10,823] members. Of this number, 484 [465] were head masters, 943 [917] head mistresses, 3,122 [3,007] assistant masters, including 120 [97] "supply" and 23 [20] unattached teachers; 6,228 [5,992] assistant mistresses, including 424 [304] "supply" and 138 [110] unattached teachers; 459 [443] ex-pupil teachers, 2,282 [2,272] pupil teachers and probationers. The increase in the permanent staff was 44 head teachers, 351 assistant teachers (men and women), including unattached and "supply" teachers, 17 ex-pupil teachers, and 10 pupil teachers and probationers. Of the adult staff—i. e., all not pupil teachers, including unattached and "supply" teachers—82.2 per cent were trained.

In 1892 the ratio of head teachers to assistants, (including half the "supplies") and ex-pupil teachers was 1 to 5.2. It is now 1 to 6.7. This relative decline in the number of heads or principals is largely due to the diminution of the size of

the classes, which in 1892 was 50 children in average attendance for each adult teacher,^a whereas in March last it was 42.3.

The number of children to each adult teacher (including half the "supplies") in the senior departments in 1892 was 48.2, and it is now 40.8, and in infant schools in 1892 it was 53.7 and at present 45.4. The average number of children to each teacher is further lessened by the periodical absence of children at various centers—e. g., manual training, cookery, laundry, housewifery, art, etc.

There has been a slight increase in the ratio of women teachers to men teachers. In 1892 it was 1.9 : 1; now it is 2 : 1.

The average rates of salaries at Lady Day, 1892, 1901, and 1902 were:

Year.	Head mas- ters.	Head mis- tresses.	Assistant masters.	Assistant mistresses
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1892	285 11 5	203 7 2	126 6 0	97 11 1
1901	294 14 1	210 15 3	136 14 6	102 10 0
1902	292 7 0	209 11 6	138 12 1	102 10 0

These figures do not include supply teachers and unattached teachers, but they do include several cases of teachers in receipt of "commuted" salaries—i. e., salaries based on the scale that was in operation down to 1883 plus a portion of the Government grant. The new scale, which was adopted by the board in March, 1899, provides for a higher maximum salary for assistant teachers, and the average salaries paid under that scale may be expected to rise for some years at a slow and decreasing rate.

SUBJECTS OF INSTRUCTION.

The extension of the school programme beyond the three R's is shown by the following citations from the official report:

I. Specific subjects.—The board no longer receive the precise information with regard to the noncompulsory subjects taken in their schools which used to be provided by the old returns of "class" and "specific" grants. The old class subjects—viz, English, geography, elementary science, history, and needlework—are now compulsory in all schools, although the time given and the standard aimed at in various subjects may differ greatly in individual schools. The old "specific" subjects are still optional, and the board, when the "specific" subjects grant was abolished (February, 1901), required all schools to send in at the end of the school year a return of the "specific" subjects taken. The return for 1902 reveals the interesting fact that the number of scholars who on the last day of the school year in each case were under instruction in special subjects as compared with the "passes or presentations," on which grant was allowed in the year 1898, the last year in which the old system of examination for specifics was in full operation, had increased from 53,701 to 160,382. This increase, says the report, has taken place in spite of the fact that the instruction represented by the 12,000 odd presentations in domestic economy has practically disappeared from the ordinary school time-table, the subjects being now dealt with in the domestic-subjects centers. The increase varies in the different subjects, the largest being in French, from 4,888 to 42,529, while the other subjects in which considerable increases have taken place are algebra, from 9,963 to 29,438; science (including physics, chemistry, etc.), from 3,582 to 23,935; animal physiology, from 5,650 to 12,253; botany, from 1,422 to 8,710; mechanics, from 12,652 to 16,694; shorthand, from 1,916 to 5,811; hygiene, from 226 to 3,096.

It should be remembered that previously to the introduction of the block grant system the special or specific subjects could be taken only by standard V and upward, whereas under the new conditions special subjects may be and often are taken much lower down in the school.

During the intermediate period between 1898 and 1902 a grant was paid for "specific" subjects on the number of units of completed twenty-four hours of instruction. Complete returns on this basis were given for two years, 1899-1900 and 1900-1901, the year 1899 being the transition year. It is difficult to compare these years either with 1898 or 1902, but they seem to show, e. g., that the

^a If pupil teachers were included the average would be less.

rapid increase in French began in 1900, and the increase in that subject between 1901 and 1902 was much the greatest of all.

II. Manual training and domestic economy.—There were 180 [173] manual training centers, 4 [4] being metal-work centers, grant being allowed upon 39,608 [36,772] scholars; 186 [185] cookery centers, at which 25,759 [33,882] girls finished a course for the cookery grant; 132 [127] laundry centers, at which 17,578 [16,599] girls finished a course for the laundry grant, and 22 [20] housewifery centers, at which 10,788 girls commenced a course of instruction in the year ended March, 1902.

The extension of manual training, cookery, and laundry since 1893 shows, by the following statistics, the number of boys receiving instruction in manual training in 1893 was 4,340, and in 1902, 53,664. Girls instructed in 1893, in cookery, 31,199; in laundry, 3,939; and in 1902, in cookery, 25,759; in laundry, 17,578.

It is not probable that any large increase in the number of cookery centers will be necessary to meet the requirements of the present school ordinary accommodation. The syllabus of instruction in domestic subjects adopted by the board contemplates an equal amount of time being given to the subjects of cookery and laundry work. As the accommodation for instruction in laundry work is not equal to the amount of accommodation provided for instruction in cookery, it follows that a further, though not large, increase in the number of laundry centers may be expected.

Housewifery is a comparatively new subject, and the policy of the board with regard to an increase of accommodation has not yet been declared.

III. Science and art.—The period covered by the present report—March, 1901, to March, 1902—includes a few months in 1901 during which instruction in science and art, under the regulations of the South Kensington branch of the board of education, was continued in some of our day schools. The number of attendances earning rank in various subjects was 237,312 [315,510½]. The number of individual students presented in the science section was 507 [1,077], and in the art section 446 [1,326]. This was the winding-up year, and the figures, as will be seen, are very much lower than in the preceding year.

IV. Scripture.—The annual examination in Scripture for the prizes given by Mr. Francis Peek and the Religious Tract Society was held in June, 1901. Six thousand one hundred and forty-eight scholars and 564 pupil-teachers sat at this examination, the corresponding numbers for the previous year being 6,055 scholars and 2,636 pupil-teachers. Prizes were awarded to 2,957 scholars and to 301 pupil-teachers.

V. Swimming.—Instruction in swimming is also provided by the board in baths belonging to the local authorities and in two cases in baths belonging to the board. The board have hitherto appointed only one teacher of swimming. During the year 44,354 scholars received instruction and 14,330 learned to swim.

VI. Special teachers.—The board further employ special teachers for certain subjects in the school time-tables. When this instruction requires but little apparatus, the teachers are usually peripatetic, going from one school to another. When the subject requires such fixed apparatus, the special teachers are usually attached to centers attended by children from several schools. The peripatetic teachers are employed for French (28 [20 in 1901] teachers), German (1 [1] teacher), drawing (81 [69] teachers, including some who teach in art rooms used as centers for several schools), and science. The peripatetic teachers have rapidly increased since 1892, when there were 7 such teachers for science, and the teachers of domestic subjects have increased from 131 to 345 in the same period. This last does not include the special teachers who are solely attached to one school—those, for example, in charge of chemical and physical laboratories and others in higher elementary and higher grade schools. In some cases the schools are organized so that the ordinary staff divide up the various subjects of instruction between them, each subject being assigned as far as possible to the teacher most qualified to deal with it.

VII. Displays and exhibitions.—For the encouragement of physical education and music displays are periodically held. The display of 1901 was a display of drill and physical exercises.

The central exhibition of the year under consideration was the twenty-fifth exhibition of the kind. In addition to this exhibition, there have been held, at the request of the divisional members, local exhibitions in the tower hamlets and in Southwark, at which the work of the board's schools in the locality has been exhibited. A separate exhibition was also held of scientific apparatus made by the teachers and scholars.

VIII. Local history lectures.—Lectures on local history are given in the town halls on the history and the traditions of the borough. During the last winter

16,087 scholars from 692 senior departments of board schools attended these lectures and 5,235 from 478 senior departments of nonboard schools, a total of 21,322.

IX. History circles.—As a further means of encouraging a systematic teaching of history and geography, an experiment has been tried of grouping schools in the Hackney division to form history and geography circles.

X. Special apparatus.—Certain subjects of instruction require special apparatus, which is provided by the board, and special stimulus is given from time to time by the provision of a new type of apparatus—*e. g.*, for the teaching of geography. The board have this year provided the schools with a special physical globe and an improved atlas. During the year 5 chemical and physical laboratories have been fitted up. With the view of enabling children to perform simple experiments in schools where science is taken, but which have no science rooms, the experiment was tried of providing science table tops formed by resting a table top on two desks, provision being made for securely fixing it. Twenty-eight table tops have been supplied to 10 departments. Sufficient time has not yet elapsed to report definitely as to the success of the experiment.

XI. Pianos.—For the purpose of physical exercises pianos have been supplied to 800 departments down to March last. Under a resolution of the board the other departments are being supplied with instruments at the rate of 100 a year.

XII. Botany scheme.—The teaching of botany, both as a systematic study in the upper standards and as "object lessons" in the lower standards, is encouraged by a scheme by which schools are supplied with flowers, leaves, seeds, etc., under the superintendence of a skilled gardener. The board are under obligation to the office of works for cordial cooperation in granting facilities for procuring the necessary specimens. The materials so provided are also useful in drawing and other forms of art work.

Higher grade schools.—In March, 1902, the board had seven higher elementary schools maintaining a predominantly scientific curriculum and 37 higher grade schools in which special attention was given to advanced studies. These schools are included in the statistics already given. The board maintained also twelve centers for training pupil teachers, with an enrollment of 3,010 students.

CERTIFICATES, SCHOLARSHIPS, AND PRIZES.

I.—MERIT AND HONOR CERTIFICATES.

The board attempt to stimulate the interest of the scholars by a system of merit or honor certificates.

The merit certificate examination is open to all scholars who have worked in a class not lower than Standard VII. and is, except in special cases, restricted to children of 13 years of age and upward. The honor certificate is awarded to scholars who have obtained either the merit certificate at least one year before or who have completed a two years' course higher than Standard VII. and who pass such other examinations as may be from time to time approved by the board.

The number of scholars who took the merit certificate examination was 2,192 [1,599]. Of these, 721 [666] obtained certificates, as compared with 1,471 [933] who failed. The honor certificate was awarded to 123 [138].

It is noticeable that these numbers represent as yet a very small proportion of the children eligible each year to attain certificates.

II.—SCHOLARSHIPS.

Various scholarships, open to pupils in the London public elementary schools, are awarded on the result of an annual examination by the board. At Lady Day there were 76 [58] scholarships available for award on the next board examination. A number of the children from the board's schools sit for the junior and intermediate scholarships awarded by the London county council. During the year they gained 577 [573] junior scholarships and 45 [10] intermediate scholarships.

Finances.—The London board schools are all free, and schoolbooks, apparatus, and stationery are supplied to pupils free of cost.

The income of the school board is derived primarily from the Government grants, together with receipts from a few minor sources (including until 1891 school fees), and the balance is made up by the precept or school-board rate (that is, property tax claimed by the board).

Expenditures.—The ever-growing expenditure of the board has excited much adverse criticism, but appears to have been unavoidable, owing to the constant increase in its operations. The total current expenditure in 1870 was £201,469 (a little more than \$1,000,000); of this amount £40,000 (\$200,000) were derived from the local tax. In 1880 the total expenditure had reached £1,271,608 (\$6,358,040), of which £551,247 (\$2,756,235) were derived from local taxes; in 1890 the total was £2,000,824 (\$10,094,120), of which £1,158,554 (\$5,792,770) were derived from local taxes. For the year ending March 25, 1902, the total expenditure reached the sum of £3,250,483 (\$16,252,430), derived as follows: From Government grant, £778,000 (\$3,890,000); from miscellaneous sources, £36,060 (\$180,300); from the local tax, £2,436,423 (\$12,182,130). The total expenditure for the last year was equivalent to £4 12s. 8d. (\$23.16) per capita of average attendance, and the rate of tax levied on assessed valuation was 14.66d. to the pound.

The itemized expenditures were as follows:

Head.	Approximate actual expenditure of 1902-3.	Estimated expenditure of 1903-4.	Increase or decrease.
1. Salaries of teachers.....	£1,535,942	£1,571,000	+ £35,058
2. Instruction of pupil teachers.....	26,319	28,200	+ 1,881
3. Books, apparatus, and stationery.....	95,664	101,000	+ 5,336
4. Special subjects of instruction.....	84,664	91,400	+ 6,736
5. Inspection, instructors, and miscellaneous.....	52,207	58,700	+ 6,493
6. Repairs to buildings and furniture.....	121,932	128,000	+ 6,068
7. School keepers and cleaning.....	69,152	71,000	+ 1,848
8. Fuel, light, and water.....	55,174	56,000	+ 826
9. Rates, rents, etc.....	159,797	161,000	+ 1,203
10. Deaf, blind, and defective.....	47,629	60,100	+ 12,561
11. Evening continuation schools.....	114,274	120,000	+ 5,726
12. Buildings not charged to loan.....	53,867	65,000	+ 11,133
13. School attendance.....	58,026	60,500	+ 2,474
14. Industrial schools.....	65,119	67,800	+ 2,681
15. Office expenses.....	51,216	55,600	+ 4,384
16. Repayment of and interest on loans.....	654,561	686,000	+ 31,439
17. Legal expenses.....	2,355	2,500	+ 165
18. Superannuation.....	483	1,000	+ 517
19. London government act, 1899, Hornsey.....	2,215	-----	— 2,215
Total.....	3,250,486	3,387,800	137,314

In addition to the annual expenditure for the maintenance of the schools the board has borrowed £13,548,756 (\$67,743,780) on the security of the rates for the purchase of sites and the erection of school buildings. Of this amount £3,117,888 (\$15,589,940) have been repaid. Against this indebtedness the people have above 500 valuable sites and buildings. It should be observed that the interest on loans figures in the foregoing table showing itemized expenditures.

The provision and maintenance of day schools by no means exhausts the responsibility committed to the London school board. Auxiliary to this charge, but inseparable from it, is a vast amount of extra work—educational or sociological—which has taxed to the utmost the able minds that have devoted their energies to the service of the board. The nature and extent of this extra work may be illustrated by the following particulars respecting two lines of effort in which the example of London has been particularly stimulating to other cities.

Evening schools.—Almost immediately after its election the first London school board entered upon the work of establishing evening schools, but after a series of unsatisfactory efforts in this respect the work was abandoned. In 1882 the effort was revived on a sounder basis, and the number of schools and the attendance upon them rapidly multiplied. The decision of the courts in 1901 prohibiting the board from applying local taxes to the maintenance of classes in science and arts and to the instruction of persons above 15 years of age struck a fatal blow to the evening classes, which would have been closed at once but for an order of the

education department providing for their temporary continuance. The following statistics and statements from the latest official report on the subject show the growth and character of this important branch of the work carried on by the board.

Statistics of evening schools, 1882-83 to 1901-2.

Session.	Number of schools.	Number of pupils admitted through-out session	Average number on the rolls (winter terms).	Average number present at all (winter terms).
1882-83	83	9,064	2,692	-----
1883-84	74	5,563	2,394	-----
1884-85	84	9,346	4,642	-----
1885-86	114	13,968	7,232	-----
1886-87	128	16,050	8,635	-----
1887-88	128	16,320	9,077	-----
1888-89	135	15,732	8,645	-----
1889-90	139	18,268	10,454	-----
1890-91	232	31,015	17,037	-----
1891-92	239	34,562	18,180	-----
1892-93	242	34,797	18,334	-----
1893-94	265	40,858	20,125	14,613
1894-95	271	48,512	23,920	17,444
1895-96	271	50,218	25,693	19,633
1896-97	276	52,804	27,832	21,326
1897-98	280	57,586	30,730	24,350
1898-99	321	109,121	56,412	42,109
1899-1900	368	125,640	65,060	47,965
1900-1901	365	146,971	78,658	58,682
1901-2	308	133,191	73,796	55,238

Length of session.—The session which extended from the 33d of September, 1901, to the 26th of July, 1902, was divided into the following periods or terms:

Winter period: First term of session—September 23, 1901, to December 21, 1901; thirteen weeks. Second term of session—January 6, 1902, to March 27, 1902; twelve weeks.

Spring period: Third term of session—April 7, 1902, to May 17, 1902; six weeks.

Summer period: Fourth term of session—May 20, 1902, to July 26, 1902; ten weeks.

The number of schools in 1901-2, counting each department as a school, was 398, but the actual number of separate schools was 386. There were 11 separate schools for senior students only and 12 separate departments for senior students only; 1 separate school for junior students only and 12 separate departments for junior students only, and the following 32 schools were of a special character, viz:

(a) Fourteen schools for special instruction in commercial subjects, with a total enrollment for the year of 9,830.

(b) Three schools for special instruction in commercial and science and art subjects, with an enrollment of 4,355.

(c) Six schools for special instruction in science and art subjects, with an enrollment of 5,315.

(d) Nine schools for the deaf, with an enrollment of 403.

The total number of pupils admitted during the session are classified as follows:

Ordinary schools, 100,302; schools and departments for senior students, 10,430; schools and departments for junior students, 2,556; commercial schools, 9,830; commercial and science and art schools, 4,355; science and art schools, 5,315; schools for the deaf, 403. Total, 133,191 (37,624 male pupils, 30,639 female pupils, and 64,928 pupils attending mixed schools). Of this number, 32,359 were over 21 years of age (as against 34,487 in the preceding session), 1,151 under 14 (as against 7,454 in the preceding session), and 41,516 under 16 (as against 54,990 in the preceding session). The whole number, compared with that for the preceding session, shows a decrease of 13,780.

The falling off in the number of students was due to (1) the uncertainty that prevailed as to whether the schools would be continued after the decision the

case of *Rex v. Cockerton*; (2) disparaging statements—the accuracy of which was disputed by the board—made in Parliament by the vice-president of the committee of council on education concerning the work done in the evening schools, and (3) a new regulation of the board of education (South Kensington) discontinuing the recognition of the attendance of day school scholars in evening schools.

The following table brings the attendance for 1901–2 into comparison with that for the preceding year and that for the winter period in comparison with that for the spring and summer sessions:

Term.	Session.	Average number on the rolls.	Average number present at all.	Percentage of average number present at all, on the average number on the rolls.
Winter	1901–2 1900–1901	73,736 78,658	55,238 58,682	74.9 74.6
Increase				
Decrease		4,862	3,444	.3
Spring	1901–2 1900–1901	51,987 51,191	38,233 37,627	73.5 73.5
Increase		796	606	
Summer	1901–2 1900–1901	20,927 18,459	13,903 12,725	66.4 69
Increase		2,468	1,168	
Decrease				2.6

The programme of studies for the evening schools, including both ordinary and special schools, comprised 68 subjects. An analysis of the detailed reports shows—that the subjects or group of subjects in which the largest number of fourteen or more hours' instruction was received were: Reading, writing, arithmetic, composition, algebra, and recitation, 19,665; shorthand, 14,610; physical exercises (swimming and life-saving gymnastics, drill, etc.), 11,935; needlework (including dress-making and millinery), 9,956; book-keeping, 7,730, and vocal music, 5,696.

The following comments by the committee on certain of these subjects afford an interesting view of the scope and spirit of the work:

Dramatic literature.—This subject was, as in the past three sessions, taught in some schools, but can not be classified in the table under any specific head, as it was taken under various titles. The chairman of the committee offered a prize to the best class. Pupils from 13 schools competed for the prize at the offices of the board on the 24th and 25th of March, 1902. Mr. Ben Greet acted as judge. Act IV, scene 3 (as far as the words "Come, your hand; and, Daughter, yours"), of *A Winter's Tale*, was taken. The class from Fossdene Road, Charlton (Greenwich), was adjudged to be the best; but as the class had obtained the prize in the two previous years, a further prize was given to the next best school—St. George's Row, Westminster. The board on the 8th of May, 1902, agreed to thank Mr. Ben Greet for his services.

English literature.—Special lecturers continued to give oral descriptions of the works of the poets, dramatists, novelists, and other prose writers, with a view to creating and fostering an appreciation of standard literature. The lectures were given in connection with 58 schools, and the number of students who received fourteen or more hours' instruction was 833. The subject of literature was also taken by ordinary teachers in 33 schools, where 444 pupils received fourteen or more hours' instruction.

First aid and home nursing.—The number of schools where first aid was taught increased from 196 to 202, and the number of pupils who received fourteen or more hours' instruction during the session was 2,914, as compared with 3,342 who received twelve or more hours' instruction during the preceding session (1900–1901). The number of schools in which home nursing was taught increased from 127 to 134, and the number of pupils who received fourteen or more hours' instruc-

tion was 1,802, as compared with 2,135 who received twelve or more hours' instruction in the preceding session. Included in these numbers are a few classes that were specially opened to prepare teachers to assist the doctors in the instruction of the classes. In almost all cases first aid was taught by duly qualified medical practitioners, assisted by members of the ordinary staff, while home nursing was taught either by medical practitioners, assisted by members of the staff, or by trained nurses.

History of London.—In some of the schools the students were made acquainted with the history of the city in which they live. The Rev. Arthur Jephson, M. A., offered to give copies of *The Queen's London* to the writers of the best essays on the subject. The examination for the books took place at the Hugh Myddelton and Childeric Road board schools on Wednesday, May 14, 1902. The questions were set and papers marked by the evening continuation schools inspectors, and it was decided to award one book to a pupil of the Boughley Road (Marylebone) School and three books to pupils of the Lyndhurst Grove (Lambeth, east) School.

Physical exercises.—Under this head particulars of the drill, gymnastic, and swimming and life-saving classes are given.

In regard to swimming and life-saving no students were permitted to attend the baths unless they had made at least twelve hours' attendances in each of two subjects, or at least twenty-four hours in one subject during the period from September, 1901, to May 1, 1902. Students who were proficient in swimming and life-saving were also refused admission to the baths unless they assisted in the instruction of the nonswimmers. The number of students who received instruction decreased from 12,535 in the previous session (1900-1901) to 9,830 in the session now under review (1901-2). In regard to the comparatively small number of students (945) who received fourteen or more hours' instruction, it must be borne in mind that the registered time for a lesson in swimming is thirty minutes, that the classes were held mainly in the summer, covering a period of about thirteen weeks only; that the lessons were of necessity somewhat few in number, and that therefore the number of scholars who attended for fourteen hours or more could not be large. The committee take this opportunity of stating that the board is indebted to the life-saving society for opening classes to train teachers and for other assistance in promoting the success of this useful subject.

COMPULSORY SCHOOL ATTENDANCE.

One of the most delicate problems with which the board has had to deal is that of compulsory school attendance. Public sentiment in England has been particularly unfavorable to this policy. Even that earnest advocate of popular education, Lord Brougham, declared "there ought to be in no time and in no country, whatever might be the constitution of the country and the state of society, any positive and direct compulsion as to the education of the people." Those who advocated such a course, he said, "forgot that there was a line over which the lawgiver ought not to pass, and beyond which he forfeited all claim to support, by the violation of some of the most sacred principles—a violation of individual liberty—a system intolerable for the citizens of a free state; * * * only fit for a country where, liberty being little known, slavery was the more bearable."

It was due in the main to the urgent and reiterated utterances of Matthew Arnold that a compulsory clause was included in the education act of 1870. The clause simply authorized the local school board to frame compulsory by-laws. The education law of 1876 went further and made the duty mandatory. This law further forbade the full-time employment of any child under the age of 10 years, or who, being of the age of 10 years and upward, "had not obtained a certificate of proficiency in reading, writing, and elementary arithmetic in any standard not lower than the fourth, or, in the alternative, had made not less than 250 school attendances after five years, whether consecutive or not." The law of 1876 also forbade the half-time employment of any child who, being upward of 10 years of age, had not passed the half-time standard or was not attending school half time in accordance with the educational clauses of the factory acts.^a These provisions were made applicable to children between the ages of 5 and 14. The age for total

^aFor provisions of the factory acts, see pp. 267-271.

and partial exemption was raised to 11 years by the elementary education act of 1899. By the last measure it was provided that a child might obtain a partial exemption on attaining the age of 12 years if he had made 300 attendances in not more than two schools during each year for five years, whether consecutive or not. The law fixes the maximum penalty to be inflicted upon parents or guardians convicted for violations of its provisions, leaving to the local boards the right to fix the exact penalty.

By this general legislation the notion of parental obligation and of the right of the State to demand a certain degree of training for all children has been gradually diffused throughout the country and a public sentiment has been developed in support of the compulsory policy. The special arrangements for half timers are a necessary concession to the need of children's wages on the part of the poorer classes. With respect to London, it is noticeable that compulsory by-laws were framed by the first school board and elaborate provision made for enforcing the same. The requirements of the board for exemption from school attendance have always been the highest allowed under the general law.

The by-laws adopted by the London board in 1900 placed the higher limit of compulsory school attendance at 14 years. Half-time attendance was abolished and the maximum penalty for violation of these conditions raised to 20 shillings.

The effect of the new by-laws, says the committee, "has been to prohibit the exemption of children under 14 years of age, except by passing standard VII, and consequently to prolong the school life of those children who are unable to obtain early exemption under the proficiency qualification. Although many difficult cases have arisen, the law has been enforced with such tact, firmness, and good judgment by the divisional subcommittees, divisional superintendents, and visitors that there has been an entire absence of serious friction."

With regard to the raising of the maximum penalty the committee obtained a return relating to the infliction of fines for the year under review, of which the following is a summary:

Amount of fine.	First offense.	Second offense.	Third offense.	Fourth offense.	Fifth offense and over.	Total number of fines.	Percentage of the various fines on the grand total of fines imposed (15,081).
6d. and under.....	4	1	-----	-----	3	8	0.05
1s.	348	31	9	4	13	405	2.68
1s. 6d.	150	10	5	1	-----	166	1.10
2s.	774	119	28	10	28	959	6.36
2s. 6d.	1,805	367	142	72	195	2,581	17.11
Above 2s. 6d. up to 5s.	3,028	1,706	894	493	886	7,017	46.53
Above 5s. up to 10s.	781	504	433	317	934	2,969	19.69
Above 10s. up to 15s.	194	70	63	50	238	525	3.48
Above 15s. up to 20s.	71	60	45	60	215	451	3.00
Total.....	7,075	2,868	1,619	1,007	2,512	15,081	-----

The following statistics serve to show the thorough character of the truant service maintained by the board:

"The number of children between the ages of 3 and 14 who are not upon the rolls of efficient schools amounts to 124,831. Of this number, 1,843 children are under instruction in some other way—1,006 of these children receiving efficient instruction at home and 837 attending schools not recognized as efficient. Of those who are not under any instruction at all, it should be noted that there are 101,974 children under 5 who do not and can not be compelled to attend school." The manner in which the remaining 21,014 children are accounted for is shown in

the following table, for purposes of comparison the figures for the previous year being also given:

	1901.	1902.
Wholly exempt	8,564	909
Blind, deaf, defective, epileptic, and other special cases temporarily absent from school	1,071	1,055
Permanently disabled	875	759
In the country	2,407	2,501
Ill or delicate or residing in houses where there is infectious illness	4,195	4,131
Out of school for want of accommodation or unsuitable accommodation	4,706	3,264
Under surveillance of the respective divisional committees	8,845	8,142
Unclassified	264	253
Total	31,027	21,014

The school board not only keeps constant watch over the school attendance of children, but also has under its charge a number of industrial and truant schools to which unruly and vicious children are remanded. The number of these schools and their enrollment in 1902 were as follows:

	Number of schools.	Total accommodation of schools.	Total number sent by the board during year.	Total number of board children in schools at Lady-day.
(1) Industrial schools:				
Board—				
Boys'	2	500	127	435
Girls'	1	70	16	70
Other—				
Boys'	57 ^a	5,320	564	2,211
Girls'	26 ^a	1,923	146	761
(2) Truant schools (boys'):				
Board	2	350	564	328
Other	1	100	16	18
(3) Board's day industrial schools (boys' and girls'):				
Board	2	350	175	184
Total	71	8,613	1,608	4,007

^a These figures include 17 schools for boys in which the board have secured a total number of 1,345 places, and 6 girls' schools where the board have secured 255 places, making a total of 1,590 places reserved for the use of the board.

The solicitude of the committee charged with the oversight of these schools does not cease when a child's term of detention is over. Much attention is given to the satisfactory arrangement of the subsequent life of the pupil. On this subject the official report says:

It is most important that children should be placed in situations which afford prospects of future advancement and an ultimate means of livelihood, even at comparatively low commencing wages, rather than that they should be placed in unskilled employment, such as errand boys, shop boys, and vanguards, in which the initial remuneration is comparatively high. These latter posts are easy to obtain, but, on the other hand, they rarely lead to permanent adult employment; the lad in a few years has to make way for younger boys at lower wages, and he probably drifts into merely casual labor, and may even degenerate into the ranks of the so-called "Hooligans." For this reason the committee have discouraged, as much as possible, the practice of licensing boys to the latter class of situations, and they are glad to find that the managers of schools also are now generally resorting to them as a last recourse for those boys who are very dull, or who have some slight physical defect which unfits them for better positions of greater responsibility. The disposal of girls is less difficult, as they are easily placed in situations in domestic service in which they have good prospects of earning high wages and of securing good, comfortable homes.

In conclusion, it should be pointed out that of late years public opinion with regard to industrial schools has considerably advanced. The Government, as well

as the contributing authorities, now exact a much higher standard of education and industrial training, and also require an amount of material and personal comfort for the children greater than was formerly necessary or even desirable. To these demands the managers have responded in a manner as remarkable as it is gratifying, with the result that the schools at the present time have attained a degree of efficiency in all directions such as was scarcely even contemplated by the most sanguine amongst those who were engaged in the work of industrial schools in years gone by.

This state of things is eminently satisfactory, inasmuch as the more we raise the moral, mental, and physical condition of the children intrusted to our care the greater will become their self-respect and self-reliance, the more will their characters be strengthened and improved, and the better men and women will they become to encounter and surmount the dangers and difficulties by which they will be met in their career through life.

This survey of the work that has devolved upon the London school board may properly be concluded with an account of efforts made on behalf of the physically and mentally defective. The endeavor to give this class of unfortunates the benefit of the public provision of education was begun by the London board, and its example was not only soon followed by other cities, but was the immediate cause of an amendment to the education laws extending their operations to the blind, the deaf and dumb, and the physically and mentally defective throughout England.

The work in London was started under the auspices of Mrs. E. M. Burgwin, a teacher in the board schools who had shown great interest in the cause and who made special preparation for this service. The following particulars are cited from a review of the work by Mrs. Burgwin contributed to the Paris monograph:

Among so vast a number of children as that which comes under the control of the London school board, many are to be found who, on account of some physical or mental defect, are incapable of profiting from the instruction which is given in the ordinary school and need separate educational treatment. Not only can such children derive no advantage from the ordinary curriculum, but their presence in a class forms an impediment to the progress of the other scholars.

These children are chiefly cripples, epileptics, or of a low order of intelligence. The latter are not to be confounded with idiots; they belong to a class in which the mental ability, although far below normal, is capable of cultivation and improvement. If the child eventually proves incapable of benefiting from the education provided it usually passes, with the consent of the parent, from the control of the school board to that of the metropolitan asylums board. * * *

The Royal commission on the instruction of the blind, deaf, etc., had reported "that with regard to the feeble-minded children, they should be separated from ordinary scholars in public elementary schools, in order that they may receive special instruction." In March, 1891, the board considered this recommendation, and resolved that special schools for those children who, by reason of physical and mental defect can not be taught in the ordinary standards or by ordinary methods, be established and that the schools be designated "schools for special instruction." In July, 1892, two special schools were opened, and the present writer was appointed superintendent of this branch of the board's work.

In 1898 the board defined in greater detail the methods of dealing with this question. A departmental committee of the educational department had come to the conclusion that 1 per cent of the children between the ages of 7 and 14 needed special instruction. The board accepted this estimate, but it declared that it was not expedient at once to make provision for this number of children. It was agreed that the accommodation to be provided should be considered on the basis of the needs of each locality. It was further agreed that no class should contain more than 20 scholars; that no center should, if possible, be for fewer than two classes or more than five, but that if only one class could be formed in any locality it should be conducted in the ordinary school building and not in a specially erected center.

The commencement of this valuable work was not unattended with difficulties. No child was taken out of the ordinary school and sent to a center unless it had been examined by the board's medical officer and the superintendent and had been certified by them as requiring special treatment. But parents are often unwilling

to admit the deficiency of their children, more particularly in mental cases. It was a question, too, whether the board, although it had power to compel a child's attendance at school, was empowered to compel it to attend any particular school. It not infrequently happened, therefore, that parents protested against the classification of their children as defectives and demanded as of right that they should continue their education in the ordinary school. The cost of the education of defective children is necessarily greatly in excess of the cost of the education of the normal child. The gross cost of a defective child in the year ended March 25, 1899, was £9 8s. 3d. But until recently Government did not recognize this fact, and the centers for defectives could earn no greater grant than the ordinary schools.

These difficulties have recently been overcome by the elementary education (defective and epileptic children) act of 1899. This act is framed upon the same principles as the blind and deaf children act, 1893, to which reference has already been made. The most striking difference between the two acts is that while the latter makes the education of the blind and deaf compulsory upon the education authority and upon the parent the former is permissive merely. The school authority is at liberty to adopt its provisions or not, as it sees fit, and the obligation to educate a defective or epileptic child between 7 and 16 years of age is only imposed upon the parent "where a special class or school is within reach of the child's residence."

The school authority (in this case the school board) has power to ascertain (1) the number of children in its district who, without being either imbecile on the one hand or merely dull or backward on the other, are, by reason of physical or mental defect, incapable of receiving proper benefit from the instruction given in the ordinary schools, and (2) the number of children who, not being idiots or imbeciles, are unfit, by reason of severe epilepsy, to attend ordinary public elementary schools. A parent is given the right to present his child to the school authority for medical examination, and also can be compelled to do so under a penalty not exceeding £5. A child is not "ascertained" under the act to be defective or epileptic until it has been so certified by a qualified medical practitioner.

The provisions for the erection and maintenance of schools and for boarding out defective children are similar to those in regard to the blind and deaf, but epileptic children can only be dealt with in certified schools. No establishment for boarding such children may be licensed to accommodate more than 15 children in one building or comprise more than four such buildings.

This restriction upon the accommodation of an establishment will greatly increase expenditure upon defective children, and more especially the expenditure upon epileptics who can be dealt with in no other way. The board was so impressed with the importance of this question and with other administrative difficulties which would be created by dealing with such small numbers of children that it decided to postpone the provision of accommodation for epileptics, and it petitioned the education department to promote in Parliament an amending act excluding epileptic children from the operation of the clause.

This matter is still pending. Meanwhile, in February, 1899, the education department issued rules for the boarding out of defective children and a minute regulating the Government grant for epileptics. The grant amounts to 50 shillings for each unit of average attendance, with an addition, if manual instruction is given, of 30 shillings for younger and 40 shillings for older children.

The following statistics show the status of these schools in 1902:

Schools or centers.	Number.	Enrollment.	Ratio of average attendance to enrollment.	Number of teachers.
Schools for the blind	10	226	80.9	18
Schools for the deaf	18	553	84	67
Schools for the mentally defective	61	2,882	77.9	147
Schools for the physically defective	5	271	76.8	11

As to the mental capacity of the children who are physically or mentally feeble and the methods of instruction employed, Mrs. Burgwin says:

As a rule, twenty minutes is the longest period for which they are able to work at one time. They are usually taught Scripture, reading, writing, arithmetic,

singing by the tonic sol-fa method, drawing, coloring, modeling in clay, basket weaving, and needlework. Great attention is paid to physical exercises.

The concrete form of instruction is adopted in the lower classes, and the transition from this to the abstract is a tedious and most difficult process. The teacher endeavors to stimulate the dormant faculties by varied occupations which interest and give pleasure to the pupil. When once the transition from the concrete to the abstract is effected the battle is more than half won and subsequent progress is, if slow, not so painful.

The elder girls attend cookery and laundry classes on two afternoons in each week, and the elder boys receive manual instruction on one afternoon in each week.

The system of instruction attains its completest triumph when it becomes possible to return a defective child to the ordinary school. This end is not infrequently achieved. In the year ended March 25, 1899, out of an average attendance of 1,250 no less than 71 children returned to the day schools.

The following quotation from a letter received from a head master of one of the board's ordinary schools illustrates a case of perfect cure: "I have this morning sent one of the lads who came to me from the special school a year ago to a good place in a stick factory, where the training in design, which he began in the special school and continued here, will be of use to him. He is to have 6 shillings a week to begin with, and has prospects, as some of the hands can earn £4 per week. I am very pleased, because it shows what can be done with some of these weak lads."

But even if such a complete cure as that which is thus described can not always be effected, the system of training often does enough for the improvement of the child's intelligence to prevent it becoming in after life a burden upon others. In many cases these children on leaving the special school are able to undertake simple employment and are thus rescued from the life of hopelessness and misery which would otherwise have been their portion.

The principal developments in respect to the schools for the physically defective during the years 1901-2 were—

Commencing separate schools for physically defective children; appointing an assistant superintendent for the work in the schools for the physically defective, and a qualified nurse for each school; supplying ambulances and special chairs for cripples; also making arrangements for facilities for a midday meal by supplying utensils, etc. * * *

The question of the care of imbeciles has occupied a considerable amount of attention, and a joint conference between the school board, the London county council, and the metropolitan asylums board was held in order to draw up resolutions to be presented to the Government departments respecting the care of imbecile children. These resolutions were finally adopted by the conference, in the following form, and have since received the approval of the school board and the metropolitan asylums board and are now waiting for the approval of the London county council:

(1) That it is desirable that public provision be made for all imbecile children—i. e., children not capable of receiving proper benefit from instruction in an ordinary school or in special classes—for whose care efficient and suitable provision is not otherwise made.

(2) That a parent who is called upon to part with the custody of an imbecile child should be required to contribute a reasonable amount toward maintenance, but should not by reason of so parting with the child be considered to be in receipt of poor-law relief.

(3) That the county or county borough should be suggested as the area for this purpose, and that the provision should be made by the authority for the time being responsible for the care of imbeciles.

(4) That a subcommittee be appointed to settle the form of the resolutions carried and apply for a small deputation to go to the home office and the local Government board, subject to the concurrence of the bodies appointing the deputation. [School Board for London School Man. Com., 1902.]

Intimately connected with the special arrangements for the physically and mentally defective is the service of medical inspection for schools, which has been well organized by the board. The present staff—

Consists of the medical officer, 3 assistants (giving half time), 6 oculists (1 giving six half days and 5 giving three half days per week), 3 nurses, 4 permanent clerks, and 1 office youth.

The chief matters coming under notice are:

1. Notification by teachers and control by individual exclusion, class or school closure in cases of infectious diseases.
2. Examination of teachers, candidates, or employees in regard to health.
3. Other matters referred to the medical officer by committees.
4. The examination of defective children is also carried on by the medical officer and his staff, but not under the supervision of the department.

Thus far, according to the official report, little has been attempted in respect to “(a) condition of schools—ventilation, heating, lighting, furniture; (b) physical conditions of children—measurements, nutrition, vision, hearing; (c) school work and methods in their hygienic bearing.”

The board has issued a report of an elaborate experiment in the testing of children's eyesight, and a report of the effect of school life in the spread of diphtheria. The latter report has led to special efforts for the discovery of the incipient stages of the disease and the prevention of its spread.

In the light of this partial survey of the great and varied responsibilities of the London board, it is easy to understand why the county council has strenuously objected to the new law and the earnest stand made by men of opposite political views for the maintenance of the present system of school administration in the metropolis.

CHAPTER V.

AMERICAN UNIVERSITIES.

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CONTENTS.

The first colleges—Harvard—William and Mary—Yale, and other colleges—English influence in studies and gifts—French influence—German influence—Ecclesiastical, private, and public foundations—The three methods cooperating—Growth of a national educational spirit—State universities—Governing boards—Professional schools—Graduate schools—Growth of course of study—Elective system—Education of women—Increase of endowment—Libraries—Architecture—Life of undergraduates—Athletics—Alumni associations—Fraternalities—University clubs—The university and the unity of the intellectual life—Practical ideals—Literature—Research—The university and the formal government—Relation of the university to (*a*) the scholar, (*b*) the thinker, (*c*) the gentleman, (*d*) public service.

The first force, in time as well as in influence, contributing to the planting and growth of American universities was the English. Among the 21,000 persons who came to New England from 1620 to 1640, the date of the assembling of the Long Parliament, which gave ground for hope that the purposes which promoted emigration might be accomplished in England itself, were about 100 graduates of Cambridge and Oxford. This proportion of 1 graduate to about 200 of population was as large as prevailed in any country in the seventeenth century. These men brought with them such college standards and methods as they had known. Harvard College, founded in 1636, and which for more than fifty years remained the only college in America, was largely the product of Emmanuel College, Cambridge. Emmanuel was a Puritan foundation, made by Sir Walter Mildmay in 1584. It is told that Sir Walter, who was the chancellor of the exchequer of Queen Elizabeth, was asked by the great Queen regarding the Puritan foundation. He is said to have replied: "No, madam, far be it from me to countenance anything contrary to your established laws, but I have set an acorn which, when it becomes an oak, God alone knows what will be the fruit thereof." From the acorn thus planted sprang the first college of America, and so, in a degree, many other colleges in the following generations.

John Cotton, Thomas Shepard, of Cambridge, and Thomas Hooker, builders of the early Massachusetts Commonwealth, were graduates of Cambridge and of Emmanuel. From Magdalen came the first president of Harvard College, Henry Dunster; from Trinity, Charles Chauncy, the second president; from Peterhouse came John Norton, the interpreter of the doctrine and discipline of the church; from Trinity also came the leader of the Bay colony, John Winthrop; from Jesus came the apostle to the Indians, John Eliot; from Emmanuel came, above all others, John Harvard, who, through his books and a gift of half of his estate, though small, became the founder in a peculiar sense of the college in the new Cambridge. It may be added that the larger number of college-bred men of the New England colonies were found in Massachusetts Bay. Of the 100 souls who came over in the Mayflower not one had received a college degree. Elder Brewster was the only liberally educated man in the company, but his education had not

covered the full university period. The relation between the old Cambridge and the higher education in America therefore is a relation definite, vital, and for many years dominant.

Although seventeen years before Harvard College was established endeavors had been made to found a college in Virginia, it was not until 1693 that a permanent charter was obtained. Even then it was not obtained without opposition. It is told that when the Rev. Dr. James Blair, a Scottish Episcopal clergyman, the founder of the college, went to Attorney-General Seymour with the royal command to prepare a charter, he was met by remonstrances against the expensive liberality, Seymour declaring he saw no occasion for a college in Virginia. Doctor Blair replied that ministers of the church were needed there, as the people of Virginia had souls as well as those of England, and that a college was necessary to educate them. "Souls!" exclaimed Seymour in reply, "damn their souls! Let them make tobacco." But the charter was soon granted, and the college entered upon a career of prosperity which, with certain lapses, it enjoyed down to the Revolutionary war.

The foundation of Yale College in the first year of the eighteenth century was likewise the result of a long-continued endeavor. As early as 1648, ten years after the beginning of the New Haven colony, steps, which proved to be ineffective, were taken for the starting of a college. More than fifty years elapsed before the actual foundation was made. In the first year of the eighteenth century a few ministers of the colony petitioned the authorities for a charter, and also engaged to give from their own libraries books for its endowment. The charter as granted indicated a desire to uphold and propagate the Christian Protestant religion by a succession of learned and orthodox men. It also expressed the wish that the youth might be instructed in the arts and sciences and might, through the blessing of Almighty God, be fitted for employment both in church and state.

Almost fifty years passed after the foundation of Yale before the establishment of another college. In 1746 Princeton, in 1754 Columbia University, in 1757 the University of Pennsylvania, in 1764 Brown University, in 1766 Rutgers, in 1770 Dartmouth, represent the noble succession.

These six colleges, together with Harvard, William and Mary, and Yale, were largely the product of the church. Harvard College was founded largely for the purpose of maintaining a creed and for the education of ministers. Of its 76 graduates between 1642 and 1656 at least 59 became ministers. Indeed, of all the graduates down to 1700 more than half were clergymen. A similar proportion prevailed at Yale for its first half century. The chief aim of the founders and early friends of Princeton was to furnish the church, and especially their own branch of it, the Presbyterian, with able ministers. Their secondary purpose was to provide a liberal education for all classes. Columbia had for its first governors ministers of the Church of England and also of the Presbyterian, Lutheran, Dutch Reformed, and the French Protestant churches; and its first class of 8 students was taught in the vestry room of the schoolhouse attached to Trinity Church. In the organization of Brown University the Baptist Church and in the organization of Rutgers College the Dutch Reformed exercised a controlling influence. In the charter of Rutgers it is affirmed that it was founded for the education of youth in the learned languages, liberal arts and sciences, and especially in divinity, preparing them for the ministry and other good offices. The planting of Dartmouth was the result of the great religious growth of the first half of the eighteenth century. Eleazar Wheelock, its founder, was moved both as a Christian and as a philanthropist in laying its foundation.

In the establishment, therefore, of the nine colleges planted before the outbreak of the Revolutionary war English conditions prevailed. The motives, too, were religious or ecclesiastical. In most cases the motives were sectarian, but with

the narrower motive was mingled a large human purpose. Religion was used as a method for the betterment of men and "for the glory of God," as well as to promote denominational enlargement.

The course of study of these colleges, moreover, was, like their formal origin, English. In the first third of the seventeenth century the course of study in the English universities consisted largely of Latin, Greek, Hebrew, rhetoric, philosophy, and logic. Mathematics occupied a very subordinate place. The course of study in the American institutions was largely a transcript of the course in the English universities. In addition to the three ancient languages, logic, ethics, and rhetoric, together with arithmetic and geometry, were the chief subjects. The Bible, both in the Hebrew and the Greek as well as in the English, seems to have held a high place. For a century and a half after the foundation of Harvard College the ancient languages, together with philosophical and rhetorical studies, occupied the greater share of the students' attention. The changes made in the curriculum of American colleges down to the close of the Revolutionary war from the order that was first established at Harvard in 1636 were not so great as are now made in the same colleges in the course of a single decade.

The endowments of these colleges, moreover, in no small degree sprang from English sources. The trans-Atlantic benefactions to the oldest American college are mainly confined to its first century. Its cash donations in the seventeenth century slightly exceed £7,000, and nearly two-sevenths of the amount came from England. Soon after its founding Lady Moulson contributed £100 for scholarships. The bequest of Sir Matthew Holworthy, £1,000, was the largest single gift received in the seventeenth century. Theophilus Gale, a distinguished clergyman who died in 1677, gave to Harvard College one-half his library, which for many years constituted more than half the college library. Sir Robert Thorner, by his will dated in 1690, bequeathed £500, and William Pennoyer, twenty years before, gave an annuity of £44, which now forms the Pennoyer scholarships. To these benefactors are to be added those who, though less munificent, are of more distinguished fame, as Sir Kenelm Digby, Sir Thomas Temple, Sir Henry Ashurst, and John Dodderidge. But the most generous benefactor in the first century of the college, on either side of the ocean, was the first Thomas Hollis. His donations began in 1719, and within seven years amounted to £4,840. His benefactions in the establishment of two professorships and other foundations are the largest made in the first hundred years. Indeed, so constant and so necessary was the dependence of the college upon English donations that till near the beginning of the eighteenth century it employed an agent residing in Great Britain to solicit and remit funds. It is worthy of note that in 1780 the corporation passed a special vote enrolling John Mico, of London, among the benefactors of the college, in recognition of his services as its English agent during more than forty years for which he refused compensation.

William and Mary College was, down to the Revolution, as much an English as an American college. Its chancellors were the Bishops of London and its presidents the representatives of those bishops in the Virginia colony. Its endowment as well as its charter was more royal than obtained in the case of most colleges. Nearly £2,000 from the quitrents of the colony, 1d. a pound on all tobacco exported from Virginia and Maryland, 20,000 acres of land, and the income of the office of surveyor-general of Virginia were granted it. Down to the Revolution it continued to be the richest college in the country; but in 1776, in consequence of the depreciation of paper money, it lost the principal portion of its endowment.

As William and Mary was among the most thoroughly English of colleges in its establishment, so Yale was among those most entirely American. Its chief donation from over the ocean was received from Dean Berkeley, and was prompted undoubtedly by his knowledge of the college gained during his residence in Newport. On his return to England, after the failure of his scheme to found a mis-

sionary training school in the Bermudas, he conveyed to the trustees a deed of his farm at Newport and also sent a thousand volumes to the library, which, in the opinion of President Clap, was "the finest collection of books which had ever been brought to America at one time." For more than one hundred and fifty years the results of his beneficence have enriched Yale life.

In the seventh decade of the eighteenth century England made its largest contribution in aid of American colleges. When its Government was deciding that "it is just and necessary that a revenue be raised in America for defraying the expenses of defending, protecting, and securing the same," the agents of the colleges in America were besieging the ministry for a "brief" to aid in raising funds and were canvassing every city and large parish on the island. They succeeded better in their scheme than did the Government in its legislation. The University of Pennsylvania, Columbia (then King's College), Dartmouth, and Brown University received large donations. The representatives of the Pennsylvania and New York colleges, who chanced to be in England together in 1762, divided the country between them and by personal solicitation raised about £2,500. The contributors—more than 800—embraced those in every condition of life. The King gave £200, and the Princess Dowager of Wales £100. The archbishops, all the bishops, and many of the clergy contributed. The Duke of Devonshire, the Duke of Newcastle, the Duchess of Argyle, and a large proportion of the nobility made liberal donations. Pitt gave £50, the University of Cambridge £163, and the University of Oxford £3 more than Cambridge. The "brief money," collected under the letters patent of the council from fully 11,000 persons, exceeded £9,600.

But more richly than either the Pennsylvania or the New York institution did Dartmouth profit by the liberality of the Englishmen. Dr. Eleazar Wheelock, desiring to place on a firm basis a school for the Indians which he had founded, and finding it difficult to raise money in the colonies, determined to apply to England for aid. From this school arose Dartmouth College. The Rev. Nathaniel Whittaker, of Norwich, and Occum, the Indian preacher, were prevailed upon to solicit funds. They reached London in 1766. Occum, be it said, was the first native preacher who ever visited England, and was considered a fair example of what the Indian might become under Christian influence. His preaching and that of Mr. Whittaker aroused a deep and extended influence in behalf of the purpose of their mission. The King gave, as he had already given to Columbia and the Pennsylvania University, £200. Nearly £11,000 were raised. Lord Dartmouth, more distinguished for his generosity and piety than for his intellectual powers, was most efficient in promoting the undertaking, an efficiency which was at once recognized by assigning the name of his earldom to the college. One-third of the fund was collected in Scotland, and was placed in the charge of the Scotch Society for Promoting Christian Knowledge. The remainder was vested in a body of trustees, of which the Earl of Dartmouth was president. The entire proceeds, however, were soon consumed. In 1775 they had become exhausted, and only the gift of the Hon. John Phillips of £1,000 rescued the college from the brink of ruin.

In the year in which Whittaker and Occum reached London an agent of Brown University was appointed to solicit funds in England and Ireland. His success was not as great as that won by the representatives of either Dartmouth, Columbia, or Pennsylvania. He obtained only £900.

At two periods of its early need has the College of New Jersey turned to England for assistance. In 1753 and 1754 two representatives of the trustees made a canvass lasting about a year, which was thoroughly successful. The exact amount collected is not known, but it was so great that the trustees ventured to erect what was then the largest stone building in America. At the close of the war of the

Revolution, in which the college suffered more severely than any other, with the exception perhaps of William and Mary, its poverty was so distressing and the resources of the country were so depleted by war that Dr. Witherspoon, the president and a native of Scotland, was sent to England to obtain funds. But the country which had given generously to Princeton in 1753 and even more generously to other colleges in 1763 and 1766 could not in 1783 be persuaded to give £100 to the cause of American education. Dr. Witherspoon's mission was an utter failure. Its proceeds were not sufficient to pay its expenses.

Since the United States became a nation the attempts to raise endowments in England have been few, and their success is much inferior to that obtained previous to the war which made her independent of the mother country. The most significant of these efforts is the mission of Bishop Chase, of Ohio. In 1823 he went to England bearing among other commendations a letter from Henry Clay to the Admiral, Lord Gambier. The next year he collected in England and Scotland about 5,000 guineas for Kenyon College, which formed its financial foundation. The amount of the gifts varied from £1 to £400. In his undertaking he met much opposition, but it proceeded rather from this than the other side of the Atlantic.

The Phi Beta Kappa address of Ralph Waldo Emerson, given at Cambridge in 1837, on the American scholar, has been called the declaration of our intellectual independence. But the declaration of the 4th of July, 1776, also contained intimations of our intellectual and academic freedom from Great Britain. So fundamental and vital was the separation that the suggestion was made to establish a new language in the place of the English. Hebrew was proposed as a substitute. Acts which made the colonies independent in political and civil affairs also served to make them independent in affairs of education. In this condition the United States turned for aid and comfort to the traditional enemy of England—France. French officers, commanding French armies and French fleets, cooperated with the American forces. Frenchmen such as Chastellux, Brissot, and Bayard, gentlemen of scholarship and culture, visited the country for scientific, literary, or political purposes. The American Academy of Arts and Sciences, incorporated in Massachusetts in 1780, proposed to give itself "the air of France, rather than of England, and to follow the Royal Academy rather than the Royal Society." President John Adams said that it was the talks which he had with scholars in Paris that gave him the idea of the formation of the academy.

The French influence exerted upon the general educational condition is indicated in various ways. In 1784 the corporation of Harvard College received an offer from the King of France to furnish a botanic garden, which the college desired to establish, with every species of seeds and plants which might be required from his royal garden at his own expense. At the same time, too, an attempt was made to found a French Academy of Arts and Sciences in Richmond. Its projector, Quesnay, was the grandson of the famous French philosopher and economist, Quesnay, who was court physician to Louis XV. He came to this country to aid in the Revolution, serving as a captain in Virginia. After giving up the military life because of ill health, he traveled through the country and in these travels conceived the idea of introducing French arts and culture, believing, also, that he could multiply the relations uniting France and this country. The institution was to be national, having branches at Baltimore, Philadelphia, and New York, and also international, being affiliated with similar institutions in Europe. It was designed to give what we might now call graduate instruction. Its curriculum was sufficiently broad, including foreign languages, mathematics, architecture (civil and military), painting, sculpture, engraving, experimental physics, astronomy, geography, chemistry, mineralogy, botany, anatomy (human and veterinary), and natural history. This endeavor interested many people both

in America and France. No less than 60,000 francs were raised toward the endowment. Among the subscribers to the fund were about a hundred of the representatives of the best culture of Virginia. On July 1, 1786, the corner stone of the building was laid at Richmond and one professor was appointed. He was Dr. Jean Rouelle. But in 1786 France was in no condition to enter into schemes of education or other propagandism outside of her own territory, and the formal endeavor presently came to an end.

On the tombstone of Thomas Jefferson, at Monticello, are three inscriptions indicating that he was the author of the Declaration of Independence, of the fundamental law of Virginia guaranteeing religious freedom, and that he also was the founder of the University of Virginia. In his endeavor for the higher education, a work which Mr. Jefferson regarded of signal importance, he was largely influenced by the methods, ideas, and purposes of France. While he was minister at Paris he made investigations of the French systems of education. The University of Virginia, established in 1825, embodied the French model. He regarded Edinburgh and Geneva as the best foreign universities. At one time it was suggested, by reason of political dissatisfaction, that the leading professors of the University of Geneva should as a body transfer themselves to Virginia. The project, of course, like that of Quesnay, was not feasible, but in the final organization of the university at Charlottesville the French method of separate schools prevailed. Religious freedom, which characterized and still characterizes the university, represents the French rather than the English tradition.

The final manifestation of French influence on the higher education of America is seen in the organization of education in the Territory of Michigan. It is specially represented in an endeavor to found what was for a time known by the dreadful name of catholepistemiad. The project included the establishment of thirteen professorships, also known by outlandish terms. No religious condition was to obtain in the election of members to the board of trustees. This scheme, too, begun in 1817, like the scheme of Quesnay, came to an end in the form in which it was projected; but it was the germ whence sprang twenty years later the University of Michigan.

While the discussions between Jefferson and his friends were going on in relation to the establishment of a university in Virginia the influence of German scholarship and teaching was beginning to be felt. For a hundred years this influence has been enlarging and deepening. Although Benjamin Franklin was a visitor at Göttingen in 1776, and although at the same university, in 1799, a Pennsylvanian, Benjamin Smith Barton, took his degree of doctor of philosophy, it was not until the first decades of the nineteenth century that the influence of German upon American education became evident. In the second decade of the century begins the long list of Americans, still enlarging, who have been students at the German universities for a longer or shorter time. Among the pioneers are Edward Everett, George Ticknor, George Bancroft, Henry W. Longfellow, and J. Lothrop Motley. Motley was a student at Göttingen in 1833. Following him at Göttingen in the next score of years were J. E. Cabot, the biographer of Emerson; Theodore Dwight Woolsey, president of Yale; Benjamin Apthorp Gould, the astronomer; George M. Lane, the eminent Latinist; Francis J. Child, the great English scholar; Henry Boynton Smith, the theologian; Horatio B. Hackett, John L. Lincoln, and Roswell D. Hitchcock. The larger number of Americans who went to Germany as students in the first half of the nineteenth century went to Göttingen. The reason for the choice is not absolutely evident, but aside from the attractiveness of the university itself it is probable that Göttingen, being situated in Hanover and Hanover belonging to the English Crown, represented a less foreign country than did Prussia or Saxony. Previous to the year 1850 in the universities of Göttingen, of Berlin, and of Leipzig about 150 Americans

were enrolled. Throughout the last half of the nineteenth century the number of Americans studying in German universities steadily increased. At the close of the period the number had become about 200 each year. At the present time it shows no sign of diminution.

The causes which prompted students to go to Germany in the earlier time are manifold. One cause lay in German literature. Coleridge and Carlyle had become moving forces in the English and American mind, and behind them was the influence of German literature. The late Prof. Frederick Henry Hedge was from 1818 to 1823 a student in several German gymnasia. He became a pioneer of German poetry and metaphysics in the New World. Horace Mann's Seventh Annual Report, made in 1843, discussing Prussian and Saxon schools, was a moving force.

The presence, too, of Germans of noble character and of large scholarship in the United States contributed the same results. Among them were such scholars as Dr. Charles Follen and Dr. Francis Lieber. Follen became the first teacher of German at Harvard; and Lieber, in two important institutions—one in the South and one in the North—for a long period illustrated in his writing and character the breadth and profundity of learning. The expulsion of German scholars in the earlier time from their native country for political reasons has resulted in the enlargement and enrichment of American education and life. But the chief cause of the attractiveness of German universities to American students lies in the spirit of and facilities for scholarship. In Prussia and Saxony modern scholarship has come to its highest worth.

These periods, which may in a general way be interpreted in their prevailing foreign influence as English, French, German, are also, in respect to interior conditions, to be interpreted as ecclesiastical, private, and public. As the colleges founded in the early period were English, and as these English colleges were quite entirely under the control of the church, the ecclesiastical influence predominated. Following this period a period which may be interpreted as private or personal became dominant. Colleges were founded by individuals as individuals, not as members of a church. Such colleges are Williams, Bowdoin, and Amherst. This second period was succeeded by a period which may be called public or national, in which the college or university was established as the crown of the public educational system of the State. The State university embodies the essence of this period and movement. It is not to be understood that these periods are in point of time distinct. The ecclesiastical period projects itself down to the present day. Baptist, Methodist, and Presbyterian colleges are founded in the current year as they were in the seventeenth and eighteenth centuries. The two most conspicuous illustrations of the private or personal college belong to the last decades; the University of Chicago and the Leland Stanford Junior University are emphatically personal foundations. Although the period of the establishment of the State university belongs to recent decades, yet its beginning dates back to the last quarter of the eighteenth century. The higher education in America represents the contemporaneousness of these three movements. It also represents not only their contemporaneousness, but also their cooperation. The movement of the church for the foundation of colleges has been aided by the wisdom and beneficence of individuals. Denominational colleges have been aided also by grants from the public funds, as Amherst and Williams. Foundations are frequently made by individuals which have a distinct ecclesiastical relationship. The University of Chicago represents an offering made by an eminent member of the Baptist Church for the benefit of mankind. The State universities, too, have not been without aid and comfort offered by individuals. The University of Minnesota received for many a year the gift not simply of vigilant wisdom, but also of large benefactions from Governor John S. Pillsbury. The University of Michi-

gan has often been enriched by the gifts of individuals. The higher education in America is distinguished at once by diversity of origin and by the cowering of diverse forces for its enlargement. But in general, the movements which I have denominated ecclesiastical, private, and public represent the tendency.

While these three forces have been at work promoting the higher education, either successively or simultaneously, behind them and in them has been the State itself. The relationship between the State and the university may or may not be vital, but it has always been at least formal, and it has usually been more vital than some interpretations represent.

Harvard College came into existence by the vote of the general court of Massachusetts Bay. Its continued existence has been, through constitutional provision and law, guaranteed by the civil authorities. The first donation which the college received was made by the general court, and for its support an annual tax was levied. For the larger part of its history the college has had a formal relation with the Commonwealth. It was not until 1865 that this relation ceased. What came to be known as land grants in the last half century were an early form of donation to the college in Cambridge. In 1652 the legislature gave 800 acres of land; in 1653, 2,000 acres; in 1658, 2,100, and in 1683, 1,000 acres to the college. Harvard College throughout each century of its existence has received donations from the Commonwealth, as well as two so unlike institutions as Amherst and the Institute of Technology.

A more distinct evidence of the State serving as a governor and benefactor of the higher education appears in the South in the last decades of the eighteenth century. The constitution of North Carolina, adopted in 1776, required the establishment of one or more universities. South Carolina, soon after the close of the Revolution, on one day passed acts to establish three colleges. To South Carolina College the State had up to 1820 given more than \$200,000. Georgia, founded by Oglethorpe, an Oxford graduate, as were some of his fellow-colonists, passed an act in 1775 by which it was proposed to give 20,000 acres of land in each county for the endowment of a college or seminary of learning. In 1801 the University of Georgia was planted in the spot where it has since, with varying fortunes and misfortunes of war and of peace, served well the interests of its Commonwealth. In the year 1785 the first legislature of the State of Franklin, now Tennessee, made provision for a university in an act for the promotion of learning.

As the Revolutionary war sprang out of the impulse for a united and independent national life, so the results of this war served to deepen, broaden, and fertilize this great desire. The national spirit became more dominant in educational and religious as well as in civil and political affairs. The period following the war of independence was a period of great intellectual activity. This activity manifested itself in many forms. One form proved to be denominational zeal. This zeal was both the cause and the result of the greater activity of the clergy. Each church appreciated the need of training a clergy of its own, and therefore each church founded colleges. In Pennsylvania, Maryland, Massachusetts, Tennessee, New York, Vermont, Maine, and Kentucky such colleges were founded in the last two decades of the eighteenth or the first two of the nineteenth century. Yet, while denominational enthusiasm was establishing denominational colleges the national spirit was growing.

The project for a national university seems to belong to as early a date as 1775. It is said that Washington, while his troops were occupying the dormitories of Harvard College, intimated that the hope of a national university, which some of his associates entertained, would be realized. The thought of such a seminary of learning seems to have been held constantly by Washington. In what might be called his first annual message to Congress, in 1790, he intimated that the institution of a national university was well worthy of the deliberation of the

legislature as a means for securing the highest purpose of government. Five years later he referred to the matter in a public letter, and in his last will and testament occurs a bequest for the endowment of the proposed institution. The early Presidents also mentioned the subject in formal addresses or papers. In 1796 a memorial was presented to Congress asking for the foundation of a university. Up to the year 1816 the question of a national university appears to have been the subject of frequent discussion.

It is evident that the purpose of aiding the higher education was held by not a few of the leaders of the new Commonwealth. The presence of this sentiment helps to explain the readiness of the General Government to grant aid to the individual States for the purpose of the establishment of institutions of the higher education within their own borders. The general currency and force of a desire to receive aid from the General Government prepared the way for the creation of endowments both through State grants and Congressional appropriations.

In the first years following the close of the Revolutionary war, while the churches were engaged in the administration of colleges already founded, or in the establishment of new colleges, no small share of the body of the people came to realize that their needs were not fully met by institutions already existing. Too many of these colleges were the colleges of a sect or a faction. They were not colleges of and for the whole body of the people. As this feeling deepened and broadened it became apparent that the need could be met in one or both of two ways. One method was the method of supervision of and cooperation with existing institutions. Through such a relationship it was thought that these institutions might become more closely adjusted to the needs of the Commonwealth. The second method of the people ministering to themselves through the higher education was the establishment of new institutions to be administered directly by the people.

In various forms the adjustment of the old institutions to modern society was attempted, but the results of the attempts were vain. The "Dartmouth College case" illustrates such an attempt. It was only after the lapse of half a century and more that the adjustment of the ecclesiastical or private institutions to modern needs was accomplished. Therefore, throughout the nineteenth century endeavors many and earnest were made to found new institutions under the full and direct control of the Commonwealth. Out of this desire to promote a most vital type of the higher education sprang such grants of land as followed the passing of the great ordinance of 1787 and the issuing of the Symmes patent in 1794. In the first half of the last century grants were made for the establishment of institutions of the higher education in 22 States and Territories; and through 32 acts of Congress, passed largely in the same period, somewhat over a million acres were granted for the endowment of universities. By means of what is known as the Morrill Act of 1862 and acts amendatory of it about 10,000,000 acres have been granted to no less than 45 States in aid of the higher education. This vast amount of public domain, though allotted primarily for the endowment of agricultural and mechanical colleges, has frequently become a part of the endowment of the university of each of the States concerned. The value of these vast donations it is now impossible to estimate, but it is probable that the States have realized from them no less than \$250,000,000.^a

^a The authority given for this estimate is the late Prof. B. A. Hinsdale, in his article on "American educational history" in the Report of the Commissioner of Education for 1892-93, page 1285. It includes all the common school lands (some 68,000,000 acres), as well as college and university lands (agricultural and mechanical 9,600,000 acres, seminaries or universities 1,400,000), making a total of 79,000,000 acres, which he states would be worth \$99,000,000 at the minimum price of \$1.25 per acre; "but it may be safely estimated that these educational grant lands have realized to the States more than \$250,000,000." By other good authority it is considered doubtful if the average price received for these lands, for all the States, amounts to more than the minimum, viz, \$1.25 per acre, which yields \$99,000,000, as above stated.

Therefore, out of the double condition of a noble intellectual activity and dissatisfaction with the narrower administration of the older American colleges has arisen, in the general atmosphere of a desire for the national promotion of the higher education, the modern State university.

No less than 41 so-called State universities now exist. They represent the interests of each Commonwealth in the higher education. The impulse for their creation was in most instances derived from the grants of land made by the nation; but these grants now provide only a small share, in the case of the larger number, of the funds necessary for their annual administration. The people of each Commonwealth, through the legislature, determine that a certain share of the annual revenue of the State shall be used for the benefit of the university. The amount is usually fixed by statute. The people also, through the same lawmaking body, at each session, make special appropriations for special needs, such as buildings and equipment. The annual income that is thus received from the State by the university is subject to a great variation. The amount received by several representative universities is as follows: Of the University of Michigan the total income (as reported by the Commissioner of Education for 1899-1900) was \$554,700, of Minnesota \$351,842, of Wisconsin \$369,935, and of Illinois \$482,779.

The colleges and universities founded by churches or by individuals or by the Commonwealth, or the institutions that were founded in no small degree by a certain cooperation between these three forces, have come in general to labor in harmony and efficiency. Universities of each type are found in most of the great Commonwealths. Each type, too, represents the fulfillment of the needs of the Commonwealth. There are at least three kinds of work which the State university is specially fitted to do: (1) Technical, (2) advanced scientific or graduate, (3) professional, excluding the training of clergymen and including the training of teachers. In the first kind is included all the work for the making of engineers of every type, who serve society in the betterment of its physical and material conditions. In the second kind is included in the most comprehensive form all that which is included in research, a scholastic value of the highest significance for the progress of men and for the development of the forces of the earth and of the air. In the third kind is included the training of those to whom is specially committed the duty of promoting the personal rights and the development of the personal powers of each individual.

There are also works which the private or denominational college is specially fitted to do. The most important service of this character relates to religion. Other services there are, but this service is first in its manifold relations. Those who claim that the denominational college performs a large and important function in American life are inclined to interpret religion in most general relations and conditions. They argue that religion represents the relation of man to absolute and ultimate being. Religion gives to the student, as to every man, it is said, the highest and noblest. To his intellect religion offers, it is affirmed, the greatest being which he can apprehend; to his conscience religion offers a lawgiver whose principles he is to hold and whose laws he is to obey; to his will religion offers a force, or Force, more or less known and more or less unknowable, with which he is to associate himself—if in cooperation, for better; if in antagonism, for worse; to his heart religion offers a being which, if he regard as personal, is to be loved, and which, if he regard as impersonal, is to be worshiped.

Such intellectual, volitional, ethical results, it is argued, are secured better in the personal or denominational college than in one under State control. The private college is usually organized on the religious foundation; its trustees are chosen with greater or less regard to religious affiliations; its teachers, though in the older colleges seldom selected on denominational grounds, are yet, by pre-

sumption, sympathetic with essential Christianity. The routine of each day begins with a chapel service, and Sunday is used as a day of and for the church.

That these two types of the university—the State and the denominational—may work together in happy efficiency receives illustration in testimony given to me by the president of the State University of Iowa and by the president of Iowa College. Dr. George E. McLean says:

To draw civilization out of the depths of ignorance we need the threefold cord of private, church, and State education. In the never-ending contest of liberty with tyranny we must have the same threefold cable to make a cordon against the dominance of tyranny. When the private institution is constrained to hamper freedom under the pressure of a private patron or the church institution to sacrifice freedom to ecclesiastical policies or dogmas, then we must turn to the State for freedom. When the politicians would constrain freedom in the State institution, then we must depend upon the one or the other of the first two institutions to save the day. The community of interests among these institutions, each having a special cause for existence, is greater than their diversity of interests. It is as shameful for the institutions of culture not to have cordial relations and to propagate "sweetness and light" as it is for the so-called Christian denominations to quarrel. There is work enough for all. * * * It especially falls to the university, by law established and supported by the State, to maintain the highest standards and to be a crown of the public school system. At the same time the State university must recognize that the other colleges are its constituency, and it must endeavor to serve them. In this State, through the college section of the State Teachers' Association, of which the university is a member, through certain standing committees, we administer the tests as to what makes a recognition of a standard college; we promote common entrance requirements, and the university, by the inspection of schools, the results of which are freely given to the other colleges, serves them as well as itself.

In turn President D. F. Bradley, of Iowa College, at Grinnell, says:

My feeling about the relation of the State university and private or denominational colleges is that they supplement each other. Between them should be the most cordial and friendly relations. As a matter of fact, Iowa College and Iowa State University and Agricultural College are on very friendly terms. We do a work which can not be done at a State university, and the State covers a wide field which we do not expect to enter. The State university, for instance, can not teach religion, and it must needs be limited in that direction. It must also have some regard for the ideas of the dominant political party, and its teachers are not entirely free to teach or utter views repugnant to the majority controlling the legislature, which appropriates money for their support. The private or denominational college is freer in all these lines, and it is a constant force steady and strengthening the best scholastic development of State educational institutions, enabling them to maintain themselves against political and educational chicanery. But for the private college State institutions would be likely to require lower standards in their work, under the pressure of popular demand, and I have no doubt that the present splendid development of State schools is due to the fact that private universities insist upon keeping the standard high and making it still higher year by year. The private or denominational college, too, is stimulated by the State institution. It can not be narrow and sectarian and hold its own. It must use every effort to enlist men of means in its behalf. The two systems are thus together causing the torch of learning to burn brightly and to induce thousands of young people to secure a higher education. If I had my own way I would not hinder any of these schools or hamper them, but encourage them all. A better understanding is coming among all school men and less jealousy. I have no quarrel whatever with the schools maintained by the State.

Such harmony of relations does not obtain between the president of a great university of a great State and the president of its chief private and denominational college in the case of every Commonwealth. But such harmony becomes more common and stronger. The increasing power of any college in a State should mean an increasing power of every other. In case the State University of Colorado or California seems to be making rapid progress, as each has made, the method for the private or denominational college is not to lessen the State appropriations to the State institution, but to quicken the life and enlarge the resources

of the private and the church colleges of Colorado or California, as has also been done. In cooperative efficiency all colleges of a single Commonwealth of the whole United States are to do their work for and through the people.

The increasing breadth of the movement of the higher education is evidenced by the enlarged constitution of the governing boards. The first colleges in America usually had as their governors clergymen. The laws of not a few colleges required that clergymen of the Commonwealth should constitute a majority of the board of trust. In Harvard College until 1834 all clergymen who were members of the board of overseers were required to be Congregationalists. Such requirements have now largely passed away. The governing boards of most colleges are close corporations. The members are chosen on the ground simply of fitness, and not of professional condition. In many institutions the alumni are the electors of certain members. Alumni are usually guided in their choice by reason of personal rather than of professional fitness. The regents or trustees of State universities are in certain cases appointed by the governor and in certain cases elected by the people at large. Personal fitness is of chief value in either instance, although partisan considerations in a few States have great, too great, place.

The two and a half centuries and more of the higher education in America represent, furthermore, a general enlargement of purpose, method, and constitution. The first colleges were founded in no small degree as schools of theology. The clerical purpose was succeeded by the purpose of training men for the great business of living. The later colleges, as well as the older, have ceased to be professional schools; but not a few of them have called into being, as distinct educational agencies, schools for training men for the two or three great professions. Although some schools of theology still continue to exist on distinct foundations—as Andover and Newton—yet schools of medicine and of law are usually integral parts of the university system, and many schools of theology are integral parts of a university, such as the Methodist School in Boston and the Congregational School in New Haven. The first schools of law and the first schools of medicine—as the Medical School in Philadelphia, founded in 1765; of law, as the school at Litchfield, founded in 1784—were independent schools. The first law school connected with a university and authorized to confer degrees was established in Harvard in 1817.

In the enlargement of the function of the university has been founded the school of graduate studies. Its purpose is to promote the cause of research, to enrich the scholarship of the student, and to serve as a training school for teachers in higher institutions. Thirty years ago this agency was beginning its great career of usefulness in and through the university. Its students numbered about 200. In a generation it has so increased as to represent a student body of more than 5,000, and has so enlarged its facilities as to become one of the most significant forces of the higher education.

Schools, too, in a greater or less degree of a practical nature have been included in the university. Most conspicuous of these schools are the technical or scientific. Although a large number of such schools still rest on an independent foundation, yet the great universities, as Harvard, Yale, Columbia, Cornell, and Princeton, embrace schools of science as a part of their organization. Agricultural, commercial, pharmaceutical, pedagogical, and library schools are also included. The growth of such technical, professional, or semiprofessional schools in the last twenty-five years of the last century, in respect both to number of students, equipment, and public influence, has been most significant. Therefore in the two and a half centuries since the foundation of Harvard the higher education, beginning with the college designed as a training school for ministers, has been enlarged to include all of the sciences and not a few of the arts. The university has become a great human agency for the promotion of scholarship, for the enriching of manhood, and for professional equipment.

Throughout this long period has occurred a most significant development of that important element of the university—the course of study. That development has proved to be largest in the nineteenth century. From the foundation of the first American college up to the beginning of that century the development had been indeed slight, as slight as it had been from the fall of the scholastic philosophy down to the foundation of the first American college. The two ancient languages, together with, in certain cases, Hebrew and certain philosophical and rhetorical studies, represented the early curriculum. But from the first decade of the last century the enlargement and the enrichment of the higher curriculum has been great and constant. The law of the enlargement and enrichment has been determined by the enlargement and enrichment of the field of knowledge itself. As this field has become greater and finer, so also has the course of study. As science has developed through successive discoveries it has become part of the academic discipline. As modern languages have become necessary for the practical affairs or for the scholarship of man, they have been included in the course of study. The general development of the science of economics and of sociology has simply preceded the introduction of these topics into the college. In his sketch of Harvard College Sixty Years Ago Rev. Dr. A. P. Peabody says:

The range of study was much less extensive than now. Natural history did not then even profess to be a science, and received very little attention. Chemistry, under auspices which one does not like to recall, occupied and utterly wasted a small portion of the senior year. French and Spanish were voluntary studies, or rather recreations, for the recitation rooms of the kind-hearted septuagenarian who had these recitations in charge was frequented more for amusement than for anything that was taught or learned. Italian and German were studied in good earnest by a very few volunteers.

Most general has been the enlargement of the curriculum of the American university. The fundamental science of mathematics has progressed by slow degrees until recent years. The first classes of Harvard were admitted without a knowledge of the subject, and it was not taken up in college earlier than the senior year. The course consisted of arithmetic, geometry, and astronomy. Such continued to be the essence of instruction throughout the eighteenth century. In 1726 the Hollis professorship of mathematics was established. Following the Revolutionary war what is known as English mathematics was introduced, and in the second quarter of the nineteenth century the French. In the last fifty years the development of mathematical studies has been rapid. The development of the natural and physical sciences has also, although beginning later, been made by slow degrees. The first academic chair of chemistry was founded at Princeton in 1795. In 1802 a chair was established at Columbia, the next year at Yale, and at South Carolina College and Dickinson in 1811. The growth of a department quite unlike mathematics and chemistry, the department of history, has likewise been slow. Although classical history has long been studied, the oldest college had been in existence more than two hundred years before a formal professorship of history was endowed. Harvard established the McLean professorship of ancient and modern history in 1839, and appointed to it Jared Sparks. Economics is likewise a study confined to the last century. Between 1820 and 1835 the study was introduced into Harvard, Yale, Dartmouth, Columbia, Princeton, and Williams. The modern languages, too, represent a later addition to the curriculum. French preceded the German language many years. Instruction in French was offered at Harvard in 1780, but it was not till 1815 that the Smith professorship of French and Spanish was founded. In the case of each of these and of other subjects the development of the facilities for giving and for receiving instruction has been swift and rich in the last half of the nineteenth century.

At the present time the recognition of the value of all studies as disciplines has

become general and hearty. Although there is a great difference between knowledge as knowledge and the same knowledge used as a subject for the training of youth, yet it has become evident that knowledge of any department of being may be so formed and formulated as to become a worthy academic discipline. The American university therefore usually includes in its curriculum all knowledges.

Out of the vast enlargement of the field of knowledge has grown what has come to be known as the elective system of study. This system represents simply a method by which the student is allowed to select such studies as he desires. In the introduction and growth of this system of elective courses Harvard, under the leadership of its great president, has exercised a dominant influence. This system, introduced by the gradual methods of enlargement, has resulted in making nothing less than a revolution in the content of the higher education. Adopted by most colleges in the teeth of strong (and in certain cases of violent) opposition, yet it has steadily won its way. Having good elements and bad, the latter have been gradually eliminated. The advanced age at which men enter college and the higher courses pursued in the academies and high schools have served to eliminate many reasons against its adoption. The freedom of choice allowed the student has been hemmed in by various sets of checks and balances. The distinct relation which the system bears to professional preparation has been worthily emphasized. But whatever may be said for or against its worth, it has now become evident that its introduction was simply inevitable. The enlargement of the field of knowledge, the privilege of the college of cultivating the whole domain of scholarship, and the duty of the college of training men and women for many and diverse forms of public service have rendered its adoption imperative.

In the last three score years and ten of this period the higher education of women has come to occupy a most important place. The higher education of women grew, in part, out of the enlargement of the opportunities for the secondary education of women, and, also in part, out of the enlargement of opportunities for public service. As girls were admitted to the high schools, the wish became urgent that their education should not cease with these schools. All the reasons which could be urged for the education of boys and of men were also to be urged for the education of their sisters. The foundation of Oberlin College in 1833, of Antioch, by Horace Mann, in 1853, and of such State universities as the University of Iowa in 1855, of Kansas in 1866, of Minnesota in 1868, and of Nebraska in 1871 represent successive stages in the development. Although the University of Indiana was opened in 1820, it did not admit women until 1868, and although the University of Michigan dates its existence as far back as the establishment of the State in 1837, it was not until the year 1870 that its doors were opened to women. The universities of Illinois, of California, of Wisconsin, and of Ohio were also opened to women in the same decade. Missouri offered its advantages to women in 1870, and Cornell in 1872. These colleges, and in fact all the State universities with the exception of Virginia, Georgia, and Louisiana, are coeducational. Of the five hundred colleges in the country, about 70 per cent admit women as well as men.

Separate colleges for women have also been founded, of which the most famous are Vassar, founded in 1865; Wellesley, founded in 1875; Smith, founded also in 1875, and Bryn Mawr, founded in 1885.

In addition to the coeducational and the separate method of the education of women has also grown up a method which has been denominated the coordinate system. It represents the affiliation of a college for women with a college for men. The most famous of these colleges are Radcliffe College, affiliated with Harvard; Barnard College, affiliated with Columbia; the Women's College, affiliated with Brown; the College for Women, affiliated with Western Reserve University; and the H. Sophie Newcomb Memorial College, affiliated with Tulane

University. The affiliation in the case of these colleges differs in the different institutions. In certain colleges, as at Radcliffe, the entire teaching is given by the staff of the older institution; in others, as in Western Reserve University, a faculty quite separate is provided. This method is based upon the method of Cambridge and of Oxford, as witnessed in Newnham, Girton, Somerville, and other colleges.

These three types of method in the higher education of women are found in all parts of the United States, although the coeducational form is the more common in the West. In New England are found colleges for women alone, for both women and men, and for women and men under the coordinate system. In the Middle West coeducation begins to be more common, and west of the Mississippi it is the prevailing method. Each method has its own advantages and disadvantages. These advantages and disadvantages spring largely from the fitness or unfitness of a particular method to the needs of the individual student.

The enlarging place which the American university holds in the interest of the American people is indicated in the rapid increase in its endowment and in the facilities of its equipment. The American university has been poor in the poverty of the American people; the American university is now becoming rich in its riches. In the year 1830 the first written statement of the finances of Yale College was made. At that time the entire productive fund, excluding land, amounted to between \$30,000 and \$31,000. The total income from funds that year was less than \$2,700. The following year the receipts from all sources, including tuition, were a little less than \$30,000, and the expenses a little more. In 1832 the receipts increased to a few cents more than \$30,000, and the expenses had increased to a few dollars more than \$23,000. In this year the income from funds was slightly less than \$2,600. At the present time the endowment of Yale College exceeds \$5,000,000. The whole amount of money received by Harvard during the seventeenth century was slightly in excess of £6,000, and during the eighteenth century aggregated £27,000. In the year 1846 the whole amount of the productive funds of the college was \$650,000, and the income derived from all sources was slightly in excess of \$45,000. At the present time the productive funds exceed \$13,000,000, and are rapidly increasing. In the United States sixteen universities have endowments of between one million dollars and two; four between two millions and four; three between four millions and eight, and three have an endowment above ten millions. Although Harvard and Yale make a somewhat unique appeal to the generosity of benefactors, yet it is to be said every worthy college has in the last half century received a vast addition to its funds. In recent years about \$10,000,000 have been annually given to American universities. No cause makes a more wise or a stronger appeal to the hearts of the American people than the American university. All motives for large and lasting beneficence unite in the making of a gift. At the present time the amount of the productive funds held by American universities and colleges has a value of about \$150,000,000. Great as this sum is, the auguries indicate that endowments are to become much larger in the forthcoming decades. The value of buildings and grounds and apparatus is also about \$150,000,000.

Halfway between the intellectual and material growth of the American university stands its library. It is significant that the foundation of our two oldest and best known colleges is vitally associated with the donation of books, for John Harvard bequeathed not only a part of his small fortune to the college which renders his name illustrious, but also 320 volumes. It is further to be said that the magistrates and ministers of the Bay Colony, out of their own libraries, gave toward the foundation of the college books which are valued at £200. (The Harvard Book, Chap. I, p. 112, article by J. L. Sibley, librarian.) It is a tradition preserved by

President Clap that when the founders of Yale College came together to make a formal establishment they could find no act more fitting with which to represent their purpose than the giving of books for the library. It is also significant that some of the more conspicuous gifts for these two colleges throughout their earlier history were books. The name of Thomas Hollis is one that lives in the Cambridge college in several relations, but among the objects of his benevolence was the library. Beginning with 1720, the date of his earliest benefaction to the library, he sent books and made appeals in behalf of the library to authors, publishers, and corporate bodies. The most valuable gift that the library of Yale ever received up to the first quarter of the present century was a gift of books from Bishop Berkeley. It consisted of about 1,000 volumes, and is judged to have cost about £400. (Yale College, Vol. I, p. 185, article by Addison Van Name, librarian.) That a gift of books was to a degree a constituent factor in the foundation of these two colleges, and not a laying of bricks, is prophetic of the place which the library occupies in an American college two centuries after. In the year 1841 William Gray gave to Harvard College, for the benefit of its library, the sum of \$25,000. It was the largest gift of the kind which the college had received up to that time.

From the time of the making of these first donations of books to Harvard and to Yale the growth of the college library has been constant and great. The growth of the Harvard library in particular has been most significant. The number of books under the control of this university exceeds 600,000. But it must be confessed that the libraries of most colleges are inadequately furnished and inefficiently administered. As one looks over the statistics of American universities he reads such figures as, for one college, 5,000 volumes; for another, 1,000, for another, 25,000, and for another, 50,000 volumes. About one-half of all the books in college libraries are found in institutions of the north Atlantic, and about 35 per cent in institutions of the north central division of States. In an address given at the convocation of the University of Chicago, at the beginning of the year of 1895, Seth Low said that the growth of the library has three stages: The first is found in the collection of books; the second, in the making books accessible; and, third, in the causing books to be the creators of other books. These three stages in particular belong to the library of the university. Above every other form of library the library of the university represents a continued thread of knowledge, uniting the past, the present, and the future.

The architecture of the American university represents all forms—and, it must be added, no form—of design and of construction. Although the first colleges were in point of course of study based upon the English model, yet their buildings adopted a new type. What is known as colonial architecture seems to have been quite as natural to the colonists for their academic and administration buildings as was the round arch to the Roman or the architrave to the Greek builder. As the Oxford and Cambridge colleges had close relation to cloister foundations, and as the new colleges of America followed out the religious purpose, it might be supposed that the cloister would represent the American type. But usually the buildings of the early American colleges were placed in a row and not in a quadrangle. The first college buildings were adaptations and enlargements of the forms of buildings used for dwelling houses and for warehouses. The earlier buildings were built not about a square, but in a row, as at Yale, Williams, Amherst, Bowdoin, and Hudson, Ohio. The three earlier buildings of Dartmouth were placed in a line, although the fourth building interrupted this arrangement.

This simple type and method prevailed on the whole into the second quarter of the nineteenth century. At this time a new influence appeared. This influence was the Greek or the classical form. Its most conspicuous illustration is found in the creation of Jefferson in the University of Virginia and in the main building of Girard College, at Philadelphia. The Philadelphia structure, erected between

1833 and 1847, conforms in many respects to the Parthenon, although the columns are Corinthian and not Doric.

Following the dominance of the Greek type, the Gothic emerged. This influence arose from the interest of the people in the Middle Ages. Yale College in the last fifty years represents more significantly the presence of Gothic architecture than any other. Its first building of this form was the library, built in 1843-1846. From that time to the present some dozen buildings have been built in the Gothic style.

The finest illustration of Romanesque which America offers is seen in the buildings of the Leland Stanford Junior University. These buildings might probably be called a Romanesque-Oxford. The form is quadrangular, and the type is of the monastic cloister.

Throughout the last hundred years no one type or form of architecture has commonly prevailed. Gothic, Romanesque, colonial, and Greek are intermingled on the same college campus. For the college chapel the Gothic type has, on the whole, proved to be more popular. For the college library many forms have been used. For the college lecture or recitation room it must be confessed that a mixed design has proved more acceptable. For the laboratories, as of chemistry, physics, biology, and geology, are also found many types, from the colonial to the Romanesque and Gothic. The type of architecture fitted for a scientific laboratory still awaits formulation.

The reason for the vastness of diversity and the incongruity of structures arises from several causes. One cause is found in the individuality of donors of buildings; one cause also lies in the lack of attention on the part of governing boards to the proper placing of buildings and in the lack of a reasonable knowledge of architectural design and construction. Boards of trust have, on the whole, been too indulgent to the individual preferences or prejudices of donors of buildings, and also too indulgent toward their own architectural ignorances and shortcomings.

In the development of the American university the life of the undergraduates has become highly organized. Whether students live together in dormitories—a method prevailing more in the institutions of the East than of the West—or in private lodgings, their life is subject to many and diverse relations. Outside of fraternities, of which distinct mention is to be presently made, clubs and societies of all sorts are formed. In such universities as Yale and Harvard no less than fifty undergraduate organizations are formed. They are formed for purposes most diverse and with constituencies large or small, compact or loose, homogeneous or heterogeneous. Clubs political, musical, literary, social, dramatic, debating, religious, æsthetic, and athletic of all kinds, from tennis and football to revolver, are the more common.

The athletic organization of undergraduate life has become the most significant of all forms. The beginnings of such organization appeared about sixty years ago. As early as 1840 football was played at Yale, but it was as then played largely a scrimmage between the sophomore class and the freshman. For the next thirty years the game was played with much irregularity, both in time and method. It was not till the year of 1873 that an intercollegiate league was formed. The members of the class of 1844 at Yale and of 1846 at Harvard formed the first boat-clubs in those colleges; and in 1853 Yale challenged Harvard to a race, which was rowed on Lake Winnepesaukee on August 3, in which the challenging college was defeated. Baseball was introduced at Yale in 1859, and at Harvard three years later. Harvard played her first intercollegiate game with Brown in 1863, and Yale her first intercollegiate game with Wesleyan in 1865, and the first Harvard-Yale game dates from July 25, 1868.

From these simple origins the three great college sports have so progressed

that they now occupy no small part of the emotional interest of undergraduates and absorb easily their more superficial enthusiasms. These games represent, too, the point where the public, through the newspaper, most readily touches undergraduate life and affairs.

There are other distinct concrete features of the American university which should be included in this sketch. Among them are the alumni associations, the system of fraternities, and the university clubs.

The alumni association of a college is simply a society of its graduates. In certain cases it is incorporated; in more, not. It represents those who have received a degree from the institution. Its chief meeting is at the annual commencement time, its chief business making vital the relationship of the graduates with their college. Every association of this sort is of direct and important support to the college. Its members either individually or as a body are among the benefactors, and its interest never ceases in "alma mater."

The association of students with each other is a constant form of university life throughout the world. At Upsala it takes the form of the nation's houses; in Germany, of corps of various forms; in Oxford and Cambridge, of the fellowship of the common room, and in America, of the fraternity. In American colleges and universities of conspicuous power and place are some thirty different fraternities. They enroll among their graduates and undergraduates more than 100,000 members. The largest of them has a membership of 15,000. Each society represents a common fellowship in each college. Each society of its name in one college represents cooperation with other branches of the same name in other colleges. The fraternity system is a vital and lasting force in academic life and personal character. Through the fraternity the graduate members keep in touch with the undergraduates and with the university. The fraternity represents a mighty force in college order and organization. It has been suggested that the fraternities in different colleges might become the foundation of the English college and university system in America. Recent developments, however, give no evidence of such a result.

It should also be said that what are known as university clubs are found in each of the great cities. These clubs are an association of gentlemen who have received degrees from universities, either American or foreign. These societies are primarily social, and secondarily are remotely scholastic. In these clubs in America are probably enrolled not less than 7,000 members, and they hold property of at least a million dollars. The university club in America represents the point at which the university life touches the communal life and also the point at which the life of the community may put itself in touch with the relations of the higher education.

I have so far considered the history of American universities largely as independent foundations and monuments. But these universities do not exist for their own sake. They represent important functions in the American community and in the American commonwealth. To a few of these functions I wish to refer.

One function of a university in a democracy is the promotion of the unity of the intellectual life. In a prosperous democracy the tendency is strong to break with all the past. A prosperous democracy desires to make all things new, for it is in peril of becoming intoxicated with its own past triumphs. In this condition the university stands as the preacher of conservatism. It draws from the past its experiences for the enrichment and ennoblement of the present. It declares that man is still man in all times. The value of the university in promoting the oneness of the intellectual life through conservatism it is hard too highly to esteem. The peril of the democracy is that in breaking with the past it will speedily enter into intellectual bankruptcy. It seeks to pay intellectual demands with drafts on the emotions. In respect to intellectual conservatism, promoting unity, the uni-

versity represents the great law of evolution; the present receiving the past, and the future receiving what is now the present—enlarging, enriching, and developing it. The university also represents the intellectual oneness of the community through its own unities and associations. A democracy tends toward disintegration—the centrifugal tendency is stronger than the centripetal. Institutions of different classes and of different sections war against each other. Universities, through the associations of the student body, as seen in fraternities, debating leagues, political organizations, and scholastic associations, tend to unite all parts of the diverse democratic body.

The relation, too, of the American university to the American democracy concerns what may be called spiritual ideals. This relation is of large and of serious worth. It applies to and for itself the laws of self-preservation. That its own integrity may be assured, it is inclined to be content with the customary and the commonplace. The relationship content with the positive is not apt to end with the superlative or even to reach the comparative. Democracy seeks the greatest good for the greatest number, as it ought, but in this seeking it is inclined to consider the greatest number of the present time and to take no cognizance of the yet greater number of the future.

Every great nation and every great age devotes itself to some supreme object. In the Hebrew time and nation its devotion was to religion; in the Greek, to literature and art; in Roman, to law and to empire; in mediæval Italy it was to the church; in America it is, or was, to liberty. But at present the American commonwealth seems to find its chief ambition in the making of power through material forces. This ambition emphasizes the fact that a democratic and prosperous people does need the constant inspiration of the highest ideals—a constant incoming of strength other than material. It is inclined to allow a material contentment to satisfy the desire for a higher enrichment. Therefore a democratic people needs the constant inspiration of highest ideals and the constant supply of the strongest strengths. This filling of its needs is most efficiently done by the university. Itself seeking the highest ideals, untouched by selfishness, the university is able to move democratic communities unto the highest and the best. The university should constantly keep before the democratic community the duty of a love for truth, of a love for moral excellence, and an appreciation of the beautiful. The appreciation of beauty exercises itself in the fine arts. A political democracy is prone to make its fine arts merely decorative. It is hard to teach or to convince people that the fine arts minister to the highest education of man. The university, however, through both teaching and example should impress upon the democratic community that painting and poetry, architecture, sculpture, and music represent fundamental desires, passions, and needs of the human character. It should also show to the community that such ideas as truth, sincerity, purity, and honesty are most impressively embodied for the benefit of humanity on the canvas and in the marble. But, be it said that the worth of the fine arts in a democracy is not so great as the worth of a university, which not simply inspires an appreciation of the fine arts, but also arouses and quickens the love for truth and the love for moral excellence.

Among the most important spiritual ideals and conditions of a democracy is literature.

The relation of the university of a democracy to the literature of a democracy is at once of general and of particular import. The relation is not simply that the university gives an education to poet, essayist, historian, although this relation is significant. For one does not forget that if Shakespeare was trained as an actor and not as a student the names of his contemporaries, even if less great, and of his successors are found in the matriculation registers of the English universities. With the exception, too, of Heine, who has left on record his contempt of uni-

versity men and of universities themselves, the great names in the literature of Germany are names found on the university rolls. One can not forget, moreover, that in the year 1775 the Earl of Chatham paid, in the House of Lords, a most eloquent tribute to the intellectual force, the literary sympathy, and the decorum of the state papers recently transmitted from America, papers then lying upon the table of the House of Lords, which proved that the little colleges of the American colonies had served to constitute those colonies not only an integral part of the civilized world, but had also made America a member of the republic of letters. (Tyler's *History of American Literature*, vol. 2, p. 310.)

But one is also more impressed with the general truth that the university represents and prepares the general condition out of which a national literature grows. The university teaches men to study themselves; it promotes self-reflection. The university teaches men to study nature; it promotes observation. The university teaches men to study history; it promotes wisdom. Self-reflection, observation, and wisdom are the materials out of which literature is developed. "While I was musing the fire burned, then spake I with my tongue." Scholarship may not be literature, but without scholarship there would not long be a worthy literature in any nation; and the university is the mother of scholars and of scholarship. Learning may not be literature; but it is the brick kiln, or at least the clay pit, from which the house of literature is built; and the university is the mother and nurse of learning. The university represents all that man has aspired unto and failed to reach and also all that he has achieved. The university promotes those spiritual conditions of largeness of intellectual vision, of purity of heart, of dignity of conduct and of social relationship—conditions for the creation and the growth of literature. The university represents those atmospheres and relations of both the individual and the whole community which are necessary to the progress of the literary art.

Yet one is obliged to confess that the effect of the forces of the American university on American literature in recent decades is not so great as in the earlier. From the discipline of a single college, and from the tuition of a single teacher of English in this college, were reared such writers as Emerson, Andrew P. Peabody, Oliver Wendell Holmes, Charles Sumner, John Lothrop Motley, Richard Henry Dana, James Russell Lowell, Henry D. Thoreau, Edward Everett Hale, Thomas Wentworth Higginson, and Charles Eliot Norton. At the present time in this college, having many teachers of English, no such personalities or writers are appearing. What is the reason that under the great Channing so many great writers appeared and that at the present time so few great writers are appearing? One scholar declares that the reason lies in our neglect of Greek literature. But the reason is more fundamental. The reason lies in the absorption of men in things material.

A most important function of the university in a democratic, as, indeed, in any government is its duty of promoting research. What is technically known as research is simply the inquiry for truth. This inquiry is pursued for its own sake. Truth for truth's sake is the great rallying cry of research in the last decades. This research is, of course, pursued systematically. The enlargement of human knowledge respecting man and respecting the world in which he lives has been the endeavor of man ever since he has known or reasoned at all. Two great periods of investigation has the race passed through, been impressed by, and used. One was the Renaissance, and the other began fifty years ago and is still continuing. The Renaissance had relation primarily to the world of man; it was humanistic. The present awakening has relation to the world of nature; it is scientific. When one thinks how long man has lived in the world, daily seeing the sun rise and set, nightly beholding the stars move in their orbits, impressed by the phenomena of light and darkness, of heat and cold, of forces

and of facts, it is a surprise that his knowledge of the material world is so inadequate, superficial, narrow. But the world is still comparatively unknown.

Man himself still is hardly better known than the exterior world. Even that most manifest part, his body, is still the object of prolonged inquiry. As a physiologist has lately said:

Although we have a considerable acquaintance with the gross structure of the body, this is by no means complete. Microscopical investigations, especially of the nervous system, promise rich results of great practical importance. Our knowledge of the physical and chemical structure of the cell is still very crude, although these form the basis of its life and functions, and therefore of the functions of the entire body. What we know of these functions is restricted to their ultimate mechanical, chemical, or structural phenomena. The mechanism by which these phenomena are brought about is an almost complete mystery to us, although the greater number of investigators who have penetrated most deeply into this question consider that its solution is not impossible. (*The Needs of Medical Research*, by Prof. Torald Sollman. *Western Reserve University Bulletin*, Nov., 1902, p. 133.)

If the body of man is still so unknown, what shall be said regarding the ignorance on the part of man of his own spiritual organization?

For the better knowledge, therefore, of the world without and of the world within, scholars should devote all their powers and attainments. For such devotion are necessary, first, the love for truth as truth; second, the undying passion for searching for truth, and, third, the conditions necessary for finding the truth. The conditions necessary for finding the truth are, (a) the giving to the scholar time, (b) freedom from interruption, (c) freedom from care as to his material support, and (d) ability to coordinate and to concentrate efforts in research. As the investigator from whom I have already quoted says:

Organized cooperation may be expected to prove as beneficial in scientific research as it has proved in commercial enterprises and in similar directions, by supplying a graded system which will obtain from every man the best work which is in him; by preventing wasteful competition and enterprise along unprofitable lines, and by effecting a saving of plant, material, and opportunities. This organization of research would naturally and gradually follow the other improvements which I have suggested, and is in no way revolutionary. The larger laboratories throughout the world have tended toward such organization as the principles which have been exposed in the preceding pages were more and more clearly recognized and as the means for carrying them into effect were provided.

Certain of these four (a) (b) (c) (d) conditions are not infrequently found existing in men of inherited or acquired riches. One of the most useful investigators of electricity has, through the practical results of his investigations, made himself a rich man. He uses the leisure which his riches allow him to enjoy in theoretical investigation. One of the most useful astronomers is using inherited wealth in building observatories in remote parts of this country and in foreign parts as well. The number of such independent investigators will undoubtedly increase. But the peril attending research done under these conditions is that it will be spasmodic, in method unsound, and also unworthy of the time and money spent upon it. The field chosen for investigation, too, may not be worth investigation. The investigations, too, may not be conducted in wisdom. Investigations have been carried on, and of course are still carried on, by independent researchers who depend on some regular vocation for their support. This method was approved of by John Stuart Mill and was followed by this great thinker for himself. But this method is open to the objection of duplication and of amateurishness. Research is severe toil, or ought to be, and it can not be done but as an avocation. Either the research suffers or the researcher suffers. Therefore, be it said, the best method for inquiry after truth is found in and under the university. The university is a collection of trained workers. Each worker helps every other worker; inspiration is gained. The university represents the materials for the

study of all truth; truth is a unity, and the truths of one department bear close relation to the truths of many other departments: proportion is secured. The university sets before the researcher investigation as a duty and also as a part of the birthright of academic freedom. Indolence or indifference should have no power over him, and his work should be done in freedom. He should be trusted, and he should be trusted because he is worthy of trust. But it may be said that the university may be unwise in the conditions with which it surrounds the investigator; it may be arbitrary in the commands or suggestions which it lays upon him. It is certainly true that all the advantages for research do not rest on the side of the university. In general it may be said that in England most researches have been conducted privately, and that in Germany most researches have been conducted under the auspices of a university. Charles Darwin at Down, on his own estate, an estate difficult to reach or to go from, moving the world from his little laboratory, is the type of the normal English searcher for truth. Immanuel Kant, at Koenigsberg University, occupying a professorship, lecturing to a few students, moving in the free atmosphere of scholarship, writing his blind books which are yet to open the eyes of mankind, is the type of the German searcher for truth.

The duty of research in the United States is urgent. The peril of a democracy is that it will search for truth not for truth's own sake, but for the sake of what truth will do or bring. It makes investigation into electricity to get light, or heat, or power, not to discover the laws, nature, and relations of electricity. But be it said, truth is primary, and the search for truth for its own sake is a primary duty. The great thinker who gave as a reason for his passion for the theory of numbers that it is a pure virgin that never has been and never can be prostituted to any practical application whatsoever, represents the type of the wisest investigator. This lesson of the value of truth for its own sake is a lesson that every democracy should learn. It is a lesson which the university is of all human forces best fitted to teach a democracy. Democracies, too, are naturally fickle. The search for truth, therefore, should be conducted under the most stable and permanent of all human institutions—the university.

This conclusion is practically embodied in the most important agency for research ever founded, the Carnegie Institute. The larger share of its immense annual income, approaching a half million of dollars, is devoted to the prosecution of investigation by university professors. From this foundation richest results may with reason be expected.

The university also bears a very direct relation to what is called the Government. For the American Government, as a distinct institution, the American university should do three things: First, it should aid in disseminating a sound idea of the nature of government; second, it should, as a process of carrying forward the Government, make plain that government by parties, the natural method in a democracy, is a means and never an end; third, it should train men who may become worthy officers of the State.

The university should train gentlemen who may become worthy officers of the State. It may educate men for service of two sorts: The one kind is the clerical and the less arduous administrative type. Such is the training given to the young Englishmen who are to occupy positions of a clerical grade in the colonial service. The training is valuable and leads to resulting values in the interest of the Government and of humanity. The other kind of training is less direct, and yet it is the more valuable as it is the less directly immediate in its purpose. It relates to general preparation for the most important administrative and executive places. It is a preparation which is general. The primary purpose of such a preparation is identical with the primary purpose of education. It seeks to make each man a thinker, a weigher of evidence, and judge of relations. It does not fit one to become a Presi-

dent or a legislator or a member of the supreme court. It desires simply so to train the intellect, as well as all the other parts of one's nature, that the man, if chosen President or legislator or appointed judge, shall do the work belonging to the position with efficiency and satisfaction. It looks upon government in its higher relations as first a means and second an end. Government in its lower relations is first an end and secondarily a means. No nation has had a diplomatic corps of so noble a character or of so great fitness for diplomacy as has had England. She has had no school for this training. She has had schools for the training of men for the clerical and subordinate positions of the various colonial boards, but the men whom she has called into her service and the service of humanity of large relationships have been trained as gentlemen, as scholars, and as thinkers at her universities. Through such a training these men have been best fitted to consider and to perform the special business committed to them. In a democracy it would be useless, and to some extent ridiculous, to seek to train men for the higher positions of government. Such training would sacrifice a noble elevation of mind and a fine sense of universal relationship to mere professional narrowness and technical effectiveness. In government, as in certain other of the largest interests of mankind, the specialist or the expert is not the man of the largest wisdom or the most permanent serviceableness, important or necessary as are the services which the expert and the specialist render in most departments of life. For government is not a realm for specialities. The qualities which constitute a good legislator are the simple qualities of sound judgment and interpretation. The qualities which constitute a good secretary of the treasury are the same qualities which constitute a good banker or a good fiduciary trustee. In preparing men for the highest places in and through the government, let the university be content with making the thinker. Once able to think, the special problems submitted to an administrator for his solution he will solve with ease, and the special duties imposed for his doing he will do with satisfaction to others and with facility for himself.

A second work which the higher education may accomplish for the government relates to parties. In a prosperous democracy public attention is usually fixed on the party in power, and upon this power as an end and as a good in itself. This consideration is of the nature of a transference of the interest which belongs to an end to the means for securing that end. This transference is not unnatural, for one becomes so accustomed to the party as a necessary method or means for carrying on the government that one is soon led to believe that the party is the government itself, and even that in extreme instances the government exists to perpetuate and enrich the party. The university is therefore to impress upon the people the truth that the parties exist in order to give the most efficient government, and that that party only has special rights to be in power which gives the most efficient government. Therefore the universities have been a silent factor in political affairs. They have been concerned not only to maintain a sound and efficient government—they have been, and are, the most eager to remove any political party which has become weak while it has been trying to govern. In the United States the universities have been the most conservative element in preserving the present Government as a republic. They would be, of all classes, the most averse to a monarchy of any sort; but no body of citizens would be more eager to dislodge a political party which had proved itself to be incapable.

The answer to the third question which I suggest is also clear and simple. The university is to declare and emphasize the idea that civil and political government is only one of the organizations into which humanity forms itself for the sake of securing its own highest purposes and privileges. Its categories are the common principles which constitute the best of life—honesty, capacity, and faithfulness. So human are these relations, so high are its aspirations, so powerful its members,

so fundamental its principles, that the university, concerning itself with all men and all things, may and must relate itself to the government as an inspiring, instructing, and constructing force.

The university also may render vast service by conserving the institutions of society. A republic is in peril of being concerned with movements. The great results of the Middle Ages are still found in institutions. Institutions are the foundations and supporters of a lasting republic. The first in importance and in time of all these institutions is the family. Following it is the church, and by the side of the church in significance is the civil power. The civil power may be interpreted at once as a condition and as a force. As a force it aids the people in their pursuit of good of all kinds. As a condition it promotes the endeavor of the people themselves for securing desired utilities. To these institutions as institutions, and also as embodying historic conditions, and also as representing the great movements of a prolonged past, the university bears a close relation. It is to be an interpreter of their significance to the present age. It is to impress their teachings and historic valuations upon the present age. And it is also to seek to adjust them to the service of a new world in a new time.

In mentioning other relations of the university in a democracy, the writer contents himself with the consideration of one further relation most comprehensive and definite. It refers to the relation of the university to the training of personality. In relation to personality the university should accomplish four things—it should make (1) the scholar, (2) the thinker, (3) the gentleman or the lady, and (4) it should unite all these creations and truths into noblest character.

A prosperous democracy is prone to neglect scholarship. A prosperous democracy is primarily concerned with itself. A prosperous democracy is concerned with the present and the future. Scholarship is concerned with the past for the sake of the present. A prosperous democracy is concerned with effects, which may primarily be applied to the external senses. Scholarship is concerned with intellectual relationships. A prosperous democracy is in danger of being intoxicated with itself. Scholarship is humble and reverent. A prosperous democracy makes its own achievements its primary appeal to the will and to the heart. Scholarship makes its primary appeal to the intellect. A prosperous democracy interprets itself in terms of long and square and avoirdupois—miles, acres, and tons. Scholarship interprets itself in terms of knowledge—books, truth, and learning. But a prosperous democracy, in its heart of hearts, knows that to secure highest results it must unite intelligence with its material qualities. It bears no antagonistic mood to scholarship. It merely suffers scholarship. It is indifferent to scholarship. But, in its highest moods, a prosperous democracy unites itself with and cooperates with scholarship.

The function, therefore, of the university in making the scholar is a most important one. For scholarship is the living expression, in the midst of democratic materialism, of the worth of ideas. Scholarship also represents the unity of life to a people who are inclined to forget that there has been a past and who interpret the future in terms of vagueness or of dread or of both. The scholar unconsciously teaches the lesson of self-forgetfulness in an age which is wrapped up in its self-consciousness. The scholar is a daily incarnation of the truth that the unseen things are the eternal things and the seen things merely temporal. The scholar suggests that there are other standards of measure than the tables of cubic measure, and other solids than those that are measured by avoirdupois, and that qualities imponderable are the weightiest and the most precious.

A similar function the university performs for a prosperous democracy in making the thinker. If the scholar is the possessor of the house of knowledge, the thinker is the keeper of that house and the one who is most able to assess it at its true value. In a prosperous democracy the scholar may not be regarded as an

important part of its life. But a democracy can not scorn the thinker. The scholar may limit his special usefulness to the single field of learning. But the thinker is required in every field. The need of him is great, both in time and space, as is the need of efficiency. Every process of the democracy—legislative, judicial, financial, civil, political, commercial, domestic—demands the thinker. In the legislature he is required. The presence on the statute books of laws which can be interpreted in opposite ways, the presence of superfluous laws, the presence of laws which, however well intended, are pestiferous, promoting the very evils which they are designed to cure, are proof that the absence of the thinker is a serious misfortune in any government, and especially in a democratic government. The need of the thinker in the judiciary and in the financial departments of a prosperous democracy is painfully evident. The power to think is strictly the power to weigh evidence. This is largely the function of the judge. In commerce also the thinker is the ruling power. Therefore the university is rendering large advantage to the world through the training of the thinker.

The university is also to train the lady and the gentleman for social duty. A democratic society is in peril of lacking the note of distinction. It is in more peril of a leveling down than a leveling up. It is in peril of being the level of the Mississippi prairie rather than the level of the Rocky Mountain plateau. The university is to train the man into the gentleman without loss of power. It is to teach him to adjust himself to any condition, to be at home in any society, to be a prince among princes, and also to be a prince among bores without awakening boorishness. The university is to teach him to say nothings, and yet with dignity; to talk with weight and yet with dignity, and to inspire respect. It is to make him a gentleman of manner and of manners and one whose manners are the natural doings of a free character.

In particular in America the university is to fit men to live in useful and noble relationships. In the first years of a political democracy the leisure of those who are its members is usually given to sports and pastimes of a nature not of a serious character. This is the natural effect resulting from the materialistic constitution of the democracy itself. But as a democracy develops, its pleasures, like its work, become more and more noble in time and method. Therefore the university should train men into the noblest use of their leisure; for there are many elements in the best service of the people which can be more easily taken up by individuals than by the formal government. In England men of leisure enter political life and become useful members of Parliament or of local government or of municipal boards. In the United States it would be well if such men would enter political life, but the cost of securing a nomination and an election is so great that men hesitate to seek such offices. But such men in America should devote themselves to service of a semiofficial sort which is for the benefit of humanity. College graduates who are relieved of the necessity of earning their living should do all they can to make the life of the community finer and nobler. The older civilizations to a degree illustrate the value of the motto "*noblesse oblige*." The communities of the New World have largely illustrated the truth that riches confer obligations on their possessors. It remains to show in the same communities, both ancient and recent, that culture and social efficiency united with wealth represent potencies of the highest value which are to be devoted to the service of man.



CHAPTER VI.

NOTICES OF SOME EARLY ENGLISH WRITERS ON EDUCATION, 1553-1574.

WITH DESCRIPTIONS, EXTRACTS, AND NOTES.

By PROF. FOSTER WATSON,

Of University College, Aberystwith, Wales.

[This chapter is an interesting contribution to the history of education; it gives the needed evidence of the state of education in England in the century preceding the English colonial settlements in America, setting at rest many questions as to the schools of the home country in which our forefathers were instructed in their early youth.]

CONTENTS.

NOTE.—The date given to the left of the title is the date of the earliest edition of the work.	
<i>Sir Thomas Wilson</i> (c1526-1581):	Page.
1553. <i>The Art of Rhetoric</i>	320
1551. <i>The Rule of Reason</i>	321
<i>Thomas Phaer</i> (1510?-1560):	
1553. <i>The Regiment of Life</i>	322
1555. <i>The Institution of a Gentleman</i>	322
<i>William Bavande</i> (translator):	
1559. <i>The Commonweal of Joannes Ferrarius Montanus</i>	323
<i>Lawrence Humfrey</i> (c1527-c1590):	
1560 (Latin text). <i>The Nobles</i>	324
<i>Sir Nicholas Bacon</i> (1510-1579):	
1561. <i>The Bringing up of Wards</i>	327
<i>Sir Humphrey Gilbert</i> (1539-1583):	
c1572. <i>Queen Elizabeth's Academy</i>	328
<i>Count Baldassare Castiglione</i> (1478-1529):	
1561 (English text). <i>The Courtier</i> (translated by Sir Thomas Hoby).....	330
Cheke's letter to the translator.....	331
Account of Castiglione.....	333
<i>Gulielmus Gratarolus</i> (1510-1562):	
1563. <i>The Castel of Memorie</i>	334
(Other books on memory).....	336
1574. <i>The Health of Magistrates and Students</i>	336
<i>Thomas Ingeleind</i> :	
1570. <i>The Disobedient Child</i>	337
<i>John Sturm</i> (1507-1559):	
1570. <i>A Ritch Storehouse</i>	338
Other books.....	339
<i>T. Bhundeville</i> (translator):	
1570. <i>Furio's "Prince"</i>	342
<i>Sir Geoffrey Fenton</i> (1539?-1608):	
1574. <i>A Form of Christian Policy</i>	343
<i>Edward Hake</i> :	
1574. <i>A Touchstone for this Present</i>	344

SIR THOMAS WILSON. c1526-1581.

The Arte of Rhetorique, for the use of all such as are studious of Eloquence, set forth in Englishe by Thomas Wilson. R. Graftonus. 1553. 4to. (B. L.) 117 ff.

The same with

And now newlie sette foorth againe, with a Prologue to the Reader. Anno Dñi 1562. ¶ Imprinted at London by Ihon Kingston. Also 1567, 1580, 1584, 1585. All (B. L.).

This work gains a good word from Hallam, Introduction to the Literature of Europe (4th ed., vol. ii, pp. 193, 209), and high praise from Warton (History of English Poetry, Hazlitt's edition, 1871, vol. iv, pp. 239 et seq.). Passages from Wilson are included in English Prose Selections, edited by Henry Craik (vol. i, pp. 285-293).

This is the first text-book of importance on composition in English. Warton even regards it as a system of criticism. There had been a book, Warton notes, on rhetoric, viz, *The Arte or Crafte of Rhetoryke*, by Leonard Cox, in 1532, but this was merely "a technical and elementary manual." Wilson's treatise is more liberal and discursive, illustrating the arts of eloquence by example, and examining and ascertaining the beauties of composition with the speculative skill and sagacity of a critic.

It can not be said that Sir Thomas Wilson advanced the theory of education, nor that he consciously dwelt on method. But that a writer well esteemed as he greatly influenced education will be seen if it is remembered that he strongly took up the positions, first, that the orator or writer should always accommodate himself and his words to the people whom he is addressing, and secondly, that simplicity of language is to be aimed at as more beautiful and effective than strained and pompous words. The following passages will show Wilson's efforts in these directions:

How needful fables are to teach the ignorant.

The multitude (as Horace doth say) is a beast, or rather a monster, that hath many heads, and therefore, like unto the diversity of natures, variety of invention must always be used. Talk altogether of most grave matters, or deeply search out the ground of things, or use the quiddities of Dunce to set forth God's mysteries, and you shall see the ignorant (I warrant you) either fall asleep or else bid you farewell. The multitude must needs be made merry, and the more foolish your talk is the more wise will they count it to be. And yet it is no foolishness, but rather wisdom to win men by telling of fables to hear of God's goodness. Undoubtedly fables well set forth have done much good at divers times, and in divers commonweals.

The most famous passage in Wilson's book is that on the *Avoidance of inkhorn terms*:

Among all other lessons this should first be learned, that we never affect any strange ink-horn terms, but to speak as is commonly received, neither seeking to be over fine, nor yet living overcareless, using our speech as most men do, and ordering our wits as the fewest have done. Some seek so far for outlandish English that they forget altogether their mother's language. And I dare swear this, if some of their mothers were alive they were not able to tell what they say; and yet these fine English clerks will say they speak in their mother tongue, if a man should charge them for counterfeiting the King's English. Some far-journeyed gentlemen at their return home, like as they love to go in foreign apparel, so they will powder their talk with over-sea language. He that cometh lately out of France will talk French English, and never blush at the matter. Another chops in with English italianated and applieth the Italian phrase to our English speaking * * *. The lawyer will store his stomach with the prating of pedlars * * *. The unlearned or foolish phantastical, that smells but of learning (such fellows as have seen learned men in their days), will so Latin their tongues that the simple can not but wonder at their talk, and think surely they speak by some

revelation. I know them that think rhetoric to stand wholly upon dark words; and he that can catch an inkhorn term by the tail him they count to be a fine Englishman and a good rhetorician.

There is a somewhat similar passage quoted by Professor Schelling: *Life and Writings of Gascoigne*, in Publications of the University of Pennsylvania:

I have alwayes bene of opinion, that it is not impossible eyther in Pomes or in prose to write both compendiously and perfectly in our Englishe tongue. And therefore although I challenge not unto myself the name of an English Poet, yet may the Reader finde oute in my wrytings, that I have more faulted in keeping the olde English wordes (*quamvis jam obsoleta*) than in borrowing of other languages such Epithetes and Adjectives as smell of the Inkhorne * * * I have rather regarde to make our native language commendable in it selfe, than gay with the feathers of straunge birds. (Epistle to the Reverend Divines, preface to ed. of 1575, Hazlitt ed., I, 2.)

Caxton had spoken similarly: Vol. ii of the *Short History* (illustrated edition), pp. 578 and 579.

Green says:

He (Caxton) stood between two schools of translation, that of French affectation and English pedantry. It was a moment when the character of our literary tongue was being settled, and it is curious to see in his own words the struggle over it which was going on in Caxton's time. "Some honest and great clerks have been with me and desired me to write the most curious terms that I could find;" on the other hand, "some gentlemen of late blamed me, saying that in my translations I had over many curious terms which could not be understood of common people, and desired me to use old and homely terms in my translations." His own taste pointed to English, but "to the common terms that be daily used" rather than to the English of his antiquarian advisers. "I took an old book and read therein, and certainly the English was so rude and broad I could not well understand it," while the Old-English charters which the Abbot of Westminster lent as models from the archives of his house seemed "more like to Dutch than to English."

As Hallam says, "The rules in Wilson's treatise are chiefly from Aristotle, with the help of Cicero and Quintilian, but his examples and illustrations are modern."

One further point from Wilson. He has been discoursing on memory, and has expounded systems of "places" (as, e. g., to make the nose, the eyes, the forehead, the hair, the ears, and other parts to serve as pegs to hang consecutive ideas on). He has spoken of what we now call association of ideas. "Yea, sometimes a window maketh some remember that they have stolen in their days something out of it. Sometimes a chimney telleth them of many late drinkings and settings by the fire." He winds up his section, however, on the art of memory:

The best art of memory that can be, is to hear much, to speak much, to read much and to write much. And exercise it is that doeth all, when we have said all that ever we can.

Sir Thomas Wilson also wrote:

The Rule of Reason, conteinyng the Art of Logique, set forth in Englishe by T. Vuilson, B. L. R. Grafton, London 1551. 8vo. Also 1552, 1553, 1563, 1567, 1580.

Sir Thomas Wilson was born about 1526 at Stroby, in Lincolnshire. Educated at Eaton and King's College, Cambridge. Taught in family of Charles Brandon, duke of Suffolk. Studied law at University of Errara. Imprisoned in Rome on account of his treatises on logic and rhetoric. Soon after Elizabeth's accession was made master of requests and master of St. Katharine's Hospital. Sent on various embassies. Died in 1581. For further account see Chalmers's *Biographical Dictionary*, vol. 32, pp. 172-174; Warton, *History of English Poetry*, 1871 ed. vol. iv, p. 240; *Dictionary of National Biography*, vol. 62, p. 132.

THOMAS PHAER. 1510²-1560.

The regiment of life, whereunto is added a treatise of the pestilence, with the Booke of Children, newly corrected and enlarged by T. Phaire, B. L. J. Kyngston and H. Sutton. London, 1553. 8°. Also 1560, 1565(?), 1567, 1570?, 1596.

This book has its significance as an early treatise on the health of children. In his preface the author explains his position:

My purpose is here to do them good that have most need, that is to say, children: and to show the remedies that God hath created for the use of man, to distribute in English to those who are unlearned, part of the treasure that is in other languages, to provoke them that are of better learning, to utter their knowledge in such like attempts.

He concludes:

I hope to see the time, when the nature of Simples (which have been hitherto incredibly corrupted) shall be read in English, as in other languages: that is to say, the perfect declaration of the qualities of herbs, seeds, roots, trees & of all commodities that are here amongst us, shall be earnestly and truly declared, in our native speech, by the grace of God. To the which I trust all learned men (having a zeal to the commonwealth) will apply their diligent industries: surely for my own part I shall never cease during my breath, to bestow my labour to the furtherance of it (till it come to pass) even to the utmost of my simple power.

Phaer was the first Englishman to attempt a translation of the whole of Virgil's *Æneid*. He did not complete the task, and the translation appeared under the title: "The nyne fyrst bookes of the Eneidos of Virgil converted into Englishe yearse by Tho. Phaer, doctour of Phisike, with so muche of tenth booke as since his death coulde be founde in unperfit papers at his house in Kilgaran Forest in Pembrokeshire. 1562. 4to." The translation was completed by Thomas Twine and published in 1584. See, further, Mr. Sidney Lee's account of Phaer, *Dictionary of National Biography*, vol. 45, p. 140.

The Institution of a gentleman. Anno Domini 1555. Imprinted at London in Flete-strete at the signe of the Princes armes, by Thomas Marshe. Also, 1568 (pages unnumbered).

Of this there was a reprint, privately published in 1839, by G. S. (George Soaper).

The contents are:

The Epistle—The Prologue—The Institution of a Gentleman—Gentle gentle, i. e., the offspring of gentle parents, who is himself gentle—Gentle ungentle, i. e., the offspring of gentlemen, who are themselves ungentle in behaviour—Ungentle gentle, i. e., the man born humble, who raises himself to high esteem and office—How Gentlemen may profit in bearing offices in a Commonwealth—How a Gentleman may much profit his country in being a soldier or Captain in the wars—How Embassies be most meet for Gentlemen—How a Gentleman dwelling in the country may profit others by his office or otherwise—How a Gentleman should differ from other sorts of men—What pastimes Gentlemen ought to use, how and after what sort, and what games are unmeet to be used—Shooting in the Long Bow—What sort of apparel is meet for a gentleman and what order ought to be observed therein—Of honour and worship—To read Histories and avoid idleness—Examples of Pity, Justice, Wisdom, Gentleness, Uprightness, Learning, Peace, etc.

The book is useful as showing what it was that education was required to aim at, rather than as giving detail of subjects or method. There is an interest in the fact that the author, whose name is unknown, quotes from Chaucer:

Lo who that is most vertuous alway
Pryvye and apart [sic], and most intendeth ay
To do the gentle deedes that he can
Take him alwaies for the greatest gentleman.

This is the writer's own refrain throughout the book. Further on he says:

Remember further that this word Gentleman is a compound word (so called) whereas of two words are made but one vocable: as gentle one word, [and man

another], as much to say a man of gentleness, and (as I think) the fairest name a gentleman can deserve to have, is to be called and holden an honest man in that by his honesty he is made gentle, and by vice, ungente.

How a gentleman differs from others.

Like as the rose in beauty passeth all other flowers and is an ornament and setting forth of the place where it groweth, and so by the excellency that nature hath given it leadeth a man's eye sooner to the aspect and beholding of it than of other flowers, so ought a gentleman by his conditions, qualities and good behaviour, to excel all other sorts of men and by that his excellency to set forth and adorn the whole company among whom he shall happen for to be; and thereby to lead the eye of man's affection to love him before others for his virtue sake.

The reading of histories and idleness.

To avoid this blemish of idleness, which defaceth utterly the life of gentlemen, it behoveth them always to be occupied, and although there want sometime meet occasion of corporal exercise, yet the mind of man may be occupied much to the increase of his knowledge and understanding; wherein there can be nothing more meet for gentlemen than the reading of histories, a most excellent and laudable exercise for them, even so much as histories are called the books of kings and princes, because unto rulers of this earth the knowledge of histories is most profitable and very necessary to be read of all those which bear office and authority in the commonwealth.

WILLIAM BAVANDE, *Translator.* *Writer,* JOANNES FERRARIUS MONTANUS.

A woорke of Joannes Ferrarius Montanus, touchynge the good orderynge of a common weale: wherein as well magistrates, as private persons, bee put in remembrance of their dueties, not as the Philosophers in their vaine tradicions have devised, but according to the godlie institutions and sound doctrine of christianitie. Englished by William Bavande. 1559. Imprinted at London, by John Kingston for Thom. Wight, dwelling in Paules Churchyarde. 4to.

In the fourth book, after dealing with divines, lawyers, physicians, Ferrarius treats of the education of children.

Ferrarius shows that a learned man may find friends everywhere. He praises the "studies of humanity," shows the use of them to lawmakers, quotes Horace and Cicero. Then he goes on to show that youth must be brought up in learning. "Socrates judgeth him more profitable to a commonwealth which maketh many fit to rule, than he that can well rule himself." He gives a chapter each to the divine, the lawyer, and the physician, dealing with their several training. The seventh chapter has for argument: "That it is necessary in a commonweal that children be virtuously trained up, that by their good education they may be the better able to bear rule in the commonweal, and then under what schoolmasters."

He quotes the usual authors, Plato and Plutarch, and insists that the mother's milk is most expedient for the child.

Meet schoolmasters.

It is requisite to have such as can discreetly handle and well instruct the child, even as soon as he can creep out of his mother's lap, and is able to receive any learning, lest the ill demeanour and ignorance of schoolmasters corrupt and hinder their pupils * * * Schoolmasters must be men of a good zeal and such as stand not too much in their own conceit, challenging themselves a glorious name of profound learning: but they must be learned indeed, of honest conversation, favourers of virtue, and such as can take their scholars as their children, whom the scholars must so much the more reverence, because they receive the beginning of their living of their parents, but of living well, of their schoolmasters.

Follow Quintilian and Vives: Advice of Cicero.

Now in what sort they ought to be trained up, in what tongues and authors, it is no part of my purpose to discourse, but Quintilian doth both largely and learn-

edly, show us an order in that point. To whom if ye do join Joannes Ludovicus Vives, it were both necessary and profitable. But special heed must be taken, that no child be set to anything, wherewith his wit and nature cannot agree, but we must chiefly follow that which Tully full well calleth a continual and earnest occupying of the mind when it doth apply itself to any thing, with delight therein.

Filthy authors: Honesty excelleth learni

This also must be seen to, that there be no writers taught, which be filthy, unclean, ungodly, and little helping the honesty of life. For it is very expedient to consider, in what kind of arts, and what kind of manners, young children be nusselled from their tender years, which I would rather have (if I should needs be put to choose) honest without any learning, than without honesty, highly learned. For honesty by the excellency and worthiness of itself is able to adorn and set forth a man's living, but the other although it have never so excellent learning, with misdemeanour it is shadowed and as it were utterly darkened.

Erection of schools.

To touch (of this) in long discourse is no part of my enterprise, which intends not to stand in the reformation of every enormity, but only generally, and as it were through a lattice to show, whereby the society of man may be united together, and the honour of the commonweal preserved.

LAWRENCE HUMFREY. c1527-c1590.

The Nobles, or Of Nobilitye. The original nature, duties, right and Christian Institucion thereof. Three Bookes. Fyrste eloquently written in Latine by Lawrence Humfrey D. of Divinity and Presidente of Magdaleine Colledge in Oxforde, late englished. Whereto, for the readers commodittye and matters affinitye, is coupled the small treatyse of Philo, a Jewe. By the same Author out of the Greeke, Latined, now also Englished 1563. Imprinted at London, in Flete Strete nere to S. Dunstons Church by Thomas Marsh. 12 mo.

Published at Basle in 1569 as *Optimates, sive de nobilitate ejusque antiqua origine*, etc.

Should the nobility be learned?

This [viz, Learning] that blesseth the wretched, honoureth the blessed, enricheth the poor, nobleth the rich, renowneth the base, honoureth the noble: this, I say, post they [the nobles] to the poor and needy, whom scornfully they term students and scholars, saying it belongeth not to them. As it longed not to them, to be wise. Or beseemed not him that glittereth in bravery, to glitter in mind. Why say they, will you have a nobleman a priest or minister, to instruct the people? Truly as in charge and office, I require it not, so in skill and knowledge faintest would I (were it possible) have him pass any.

How many foully err.

I am not ignorant [that] many study, who notwithstanding, in the mean, way, manner and choice of arts and authors, foully err. For first read they human things, not divine, love toys not fruitful lessons, Venus' games not weighty studies tending to increase of godliness, dignity, or true and sound commodity. As Ovid, Of the Art of Love, Boccace, and others, nor sound nor pure writers, in whom they study strange tongues to the decay of godliness. Which might yet better be borne, would they bywhiles meddle herewith holy Scripture, as a contrary and triacle,* to expel from manners, that pestilent and pernicious poison.

* Triacle, i. e., remedy, especially an antidote against poisonous bites of animals.

The example of Diogenes and the Cynics in training youth. *

[Diogenes] proved himself no simple workman in framing Nobility. Seasoning them first with liberal arts. Which as a foundation laid, then brake he them to ride the great horse, to sling, to cast the dart, and shoot. Thirdly, out of poets and other writers, gathered and selected such sentences, as he thought fittest for them, to ken by rote. Fourthly abridged the sum of all they learned. That at

one glimpse they might see much, which being little might surer abide. Fifthly, enjoined them obedience to their parents. Charging them diligently to serve them, living themselves with thin fare and clear water. Sixthly forbade them to bush or curl their hair but poll it. Seventhly commended them the practice of hunting. These be Diogenes' lessons.

Without refined minds, nobles are without nobility.

For what jest were it (think ye) if a musician of seemly favour, and well proportioned body, just height, and manly beauty, well clad in silks, holding a sweet melodious instrument, should enter in honourable presence: and having thus on, all parties raised great expectation: all noise hushed and solempne silence made, suddenly began to bleat with a harsh, rustical and rude voice: and mow with his mouth? * * * Or how hiss we out a well apparalled player, if counterfeiting a king on the stage, he fail of his gesture, speak yawning, have a sour and harsh voice, miss his action or use unseemly gesture for so stately personage? Doth not he then much more abandon himself to laughter and contempt, who abounding with all the gifts God and fortune may give; placed by them in chief and swarming plenty, lifted to the highest type of honour, his body decked and trimmed at all points, beareth about a rude, rustical, and rough mind? And with filthiness of life, defameth both himself and his ancestors.

What nobles should be taught.

First * * * be he taught the art of words, then the pratique of deeds, that both he know how to frame his talk discreetly, well and wisely: and order and dispose his life and doings comely and consonant to virtue, nature and God's will. That these metes and bounds, determine a man's school, it is manifest by Homer, saying one Phoenix was allowed Achilles, by his father Peleus to make him an orator of words and practiser of deeds. Of the first grounds of grammar and principles of speech and talk I will say naught. Thus much onely at this present I warn, be he with all speed provided a master, both learned and godly. For hardly is it razed, that is graven in tender years.

Hierom, of the institution of a noble gentlewoman.

Writing to Laeta, Hierom says:

A master must she be provided of reasonable years, faultless life and learning. Nor will any, I think, refuse to do for his sister a Noble virgin, that Aristotle did for Philip's son, whom, for want of A B C masters, himself taught his characters.

A nobleman's school and manner of study.

After the precepts and rules of grammar [have been] most briefly and compendiously abridged and taught out of some one, not many authors (sith there is great diversity and confusion) that the best Latin writers follow. The familiarist, exquisitist, and briefest of Cicero's Epistles, Dialogues most delight that age. And therefore, Cicero's Cato or Laelius, may they read. Hereto may certain chosen colloquies of Castalio and Erasmus be coupled. Timely to sow the seeds of godliness and virtue in their tender hearts. And Terence also but with riper years and judgment. If any filth be intermeddled, let the trusty diligence of the teacher remedy it, using sounder authors as treacle to expel it. Nor truly would I yield Terence this room but for I saw Cicero so much esteem him, who took not the least part of eloquence of him, as Chrysostom of Aristophanes, the excellence of the Attic tongue, a poet nevertheless both nipping in taunts and wanton in talks, and no less hurtful to honesty. But be the hardest, first imprinted. For grown riper in years and knowledge, they lightly neglect them as trifles. Therefore, not little helpeth it, even at first, to learn them Greek and Hebrew, preposterously do all universities, schools and teachers that contrary it.

For about the bush run they to arts, who understand not the original tongues. Of the Greek, no unpleasant authors are Æsop, Joachim Camerarius, Ethica Arithmologia, a little book but lading few precepts with great store of learning. Of orators, Isocrates, Demosthenes and the most reverend author and Orator Christ Jesus with the Apostles whose writings I allow, ever first and last. The Hebrew out of the Bible's most purely, and onely floweth. In these harder tongues, much availeth the trusty, plain and learned explication of a painful teacher.

Of the poets.

The ancient Nobility revered chiefly poets. Therefore Seneca's Tragedies, Plautus' Comedies, Vergil's Georgics and Warrior, of the Latins for the stateli-

ness of the matter and style are most honoured * * * Euripides, Cicero's authority prevaileth to admit. whose every verse he deemeth as many oracles. The divinity of Sibyl's ^a verse commendeth itself. And Pindar and Homer sith Alexander so much praised, no nobleman may despise. Nay, they ought reverence. For in the sack of Thebes he spared Pindar's house, Homer oft he read and bare in his bosom both in war and peace. In sleep [he] made him partner, or rather privy Councillor of his state, and companion of his cares. By night [he] lapped him under his pillow. On whom by day he waked, by night to sleep.

Rhetoric, logic, and ethics.

Rhetoric and Logic are necessary to file the talk, whet the wit and imprint order: wherewith Aristotle, the prince of pleading and reasoning, instructed his Alexander. The preparative to Rhetoric, to yield their talk both more plenteous and pleasant: containeth Erasmus' book of the Copy of Words and matter, most profitable if well and wittily he be read. But much I over-pass. Both for I mind not to reckon all, and for I teach a Noble-man, who wanteth not to read all. But this much shall make him a good reasoner. Besides the art of words he must be stuffed with store of matter. To become therefore first Ethic and moral, read he of the Greeks, Isocrates, chiefly to Demonicon and Nicocles, Epictetus, and other like. Of the Hebrews, Deuteronomy and Ecclesiastes. To learn in the entry of his years of the one, God's laws and commandments; of the other, the world's vanity. But chiefly ken he Salomon's proverbs. The like accompt make he of David's Psalms.

For further study Humfrey advises:

Aristotle Of Manners [i. e. Morals], Cicero's Duties, Erasmus Of Civility, the House-Philosophy of Xenophon and Aristotle, which also Paul touched, writing to the Ephesians, Timothy and others. Daily and nightly ought the young noble to read Aristotle and others on Civil knowledge, and ought to know the ordinances, laws and manners of the Lacedaemonians, Athenians, Jews, Romans, and other Christians in Europe.

The writers on nobility.

Read he also all writers of Nobility. Erasmus, Of the Institution of a Christian Prince, [John] Sturm's Learned Nobility, Philo, Hierome Osorius, Lucas Gauricus, who handle the self theme, and almost all Plutarch's works, in them as mirrors to see and behold himself.

Among historical writers Humfrey recommends among the Greek, Plutarch, Appian, Thucydides; among the Hebrews, Josephus, the books of Genesis, Exodus, Judges, and the Kings; among the Latins, Caesar, Livy, and in his own time, Sleidan, Paul, Jovius, and Bembus.

In civil knowledge.

Justinian's Institutions, the Pandects and the whole course of the civil law. And both all antiquity and the law and statutes of our own realm, wherein so skilful ought he to be, as he dare profess it. For, the Nobles' palaces ought to be the whole country's Oracles. Plato had I almost overpassed, with whose laws and commonwealth, he ought, most familiarly acquaint him.

In the mathematics. Humfrey on astrology.

Arithmetic, can he not want. Geometry much helpeth, to placing, framing and conveying of buildings. Great delight and profit, bringeth Geography. But Astrology, I see so ravened, embraced, and devoured by many, as they need no spur to it but rather a bridle from it, no trumpeter to encourage them, but a chider to

^a Presumably Humfrey refers to such books as the following, which I find in book-catalogues. The dates are later than Humfrey, but clearly a similar book was extant in his time.

Sibylline Oracles.—Sibyllina Oracula Gr. Lat. cum Notis illustrata D. Joanne Opsopæo *Bretano*, engraved title and 10 fine engravings—Oracula Magica Zoroastris cum Scholiis Plethonis et Pselli nunc primum editi.—Oracula Metrica Jovis Appollinis Hecates Serapidis et aliorum, Græce et Latine, in one thick vol. 8vo. Paris, 1599, and again 1607.

Blondel (David).—Treatise of the Sibyls so highly celebrated by the Antient Heathens, Englished by J. Davies, of Kidwelly, sm. folio, 1631. First Edition, dedicated to Sir Edw. Maunsell of Margam, in the co. of Glamorgan.

restrain their vehement race * * * I condemn not universally the art, but thereto get they me nor counsellor nor favourer; it hath plenty enough of praisers.

The fine of their whole study.

Be the fine of their whole study, first to know God, next themselves, to govern well their family, the state. Thus leave I much to private reading, and overpass both Christian and heathen writers of later age or nearer years. I pass by also the Catechisms and institutions of Christian religion. Wherein the chief of our age is John Calvin.

Humfrey commends the reading of Alexander Severus, "wherein as a most compendious form is closed the sum of their [the nobles'] whole study. For he was not altogether estranged from our religion. But in his oratory and secret closet, besides the images of Alexander and Apollonius he had also Christ's and Abraham's counterfeits."

The following work gives an idea of the nobleman's character and office, though the educational methods and material of instruction are not so clearly described as in Humfrey:

The Five Bookes of the Famous learned, and eloquent man, Hieronimus Orosius, containinge a discourse of Civill, and Christian Nobilitie. A worke no lesse pleasant than profitable for all, but especiallye the noble Gentlemen of England, to view their lives, their estates, and conditions in. Translated out of Latine into Englishe by William Blandie late of the Universitie of Oxford, and now fellow of the middle Temple in London. Lond. 1576. 4 to.

SIR NICHOLAS BACON. 1510-1579.

Doctor Furnivall refers in his Forewords to the reprint of Sir Humphrey Gilbert's *Queene Elizabeth's Achademy* to an essay on Sir Nicholas Bacon, Lord Keeper, by John Payne Collier. In that essay an account is given ^a of:

Articles devised for the bringing up in vertue and learning of the Queenes Majesties Wardes, being heires male, and whose landes, descending in possession and coming to the Queenes Majestie, shall amount to the cleere yearly value of e markes, or above.

This paper was sent to Sir William Cecil in 1561, when he had been appointed master of the wards. Bacon describes his view as to—

The way of reform with the wards.

That the preceding hath bin preposterous appeareth by this: the chiefe thing, and most of price in wardship is the wardes mynde; the next to that, his bodie; the last and meanest, his land. Nowe, hitherto the chiefe care of governaunce hath bin had to the land, being the meaneste; and to the bodie, being the better, very small; but to the mynde, being the best, none at all, which methinkes is playnely to sett the carte before the horse.

The following is Mr. Payne Collier's account of Sir Nicholas's suggestions:

It may appear singular that in these articles, drawn up by Sir Nicholas, so much stress is laid upon instruction in music; but it only serves to confirm the notion that the science was then most industriously cultivated by nearly every class of society. The wards are to attend divine service at six in the morning: nothing is said about breakfast, but they are to study Latin until eleven; to dine between eleven and twelve; to study with the music-master from twelve till two; from two to three they are to be with the French master; and from three to five with the Latin and Greek masters. At five they are to go to evening prayers; then they are to sup; to be allowed honest pastimes till eight; and, last of all before they go to bed at nine, they are again to apply themselves to music under the instruction of the master. At and after the age of sixteen they were to attend lectures upon temporal and civil law, as well as *de disciplina militari*.

^a *Archæologia*, vol. 33, pp. 343, 344; there printed from manuscript.

Mr. Collier says: It is not necessary to insert further details," though one can not help wishing we had been given the whole essay. He says that "the education of wards was shamefully neglected, while their lands were carefully cultivated for the benefit of the Crown or of the private guardian appointed by the Crown," and that even Lord Burghley was unable to cope with the mischief. "It lasted," adds Collier, "more or less, as long as wardship was maintained."

SIR HUMPHREY GILBERT. 1539-1583.

Queene Elizabethes Achademy. By Sir Humphrey Gilbert. Lansdowne MS., 98, art. 1, leaf 2. Edited by F. J. Furnivall, M. A. Early English Text Society, 1869.

The erection of an Achademy in London for educacion of her Majestes Wardes, and others the youth of nobility and gentlemen.

Sir Humphrey Gilbert considers an academy desirable for Her Majesty's wards, so that they should not fall into the hands of those of "evil religion" or "insufficient qualities."

The staff of the academy.

One schoolmaster to teach grammar, Greek, and Latin; salary to be 40 *li*.

Also there shall be allowed to him four ushers, at a salary of 20 *li* each.

Also one who shall read and teach the Hebrew tongue, at a salary of 50 *li*.

A teacher of logic and rhetoric, who shall also on certain days, weekly, "see his scholars dispute and exercise the same," and shall be yearly allowed therefor 40 *li*.

The exercises and orations to be in English.

When the Orator shall practice his scholars in the exercise thereof, he shall chiefly do it in Orations made in English, both politic and military, taking occasions out of Discourses of histories, approving or reproving the matter, not only by reason, but also with the examples and stratagems both antique and modern. For of what commodity such use of art will be in our tongue may partly be seen by the scholastical rawness of some newly comen from the universities: besides, in what language soever learning is attained, the appliance to use is principally in the vulgar speech, as in preaching, in parliament, in council, in commission and other offices of Common Weal. I omit to show what ornament will thereby grow to our tongue, and how able it will appear for strength and plenty, when, by such exercises, learning shall have brought unto it the choice of words, the building of sentences, the garnishment of figures, and other beauties of Oratory,—whereupon I have heard that the famous knight Sir John Cheke devised to have declamations, and such other exercises, sometimes in the universities performed in English.

Training toward power as well as knowledge.

This kind of education is fittest for them, because they are wards to the prince, by reason of knight's service. And also, by this exercise, art shall be practised, reason sharpened, and all the noble exploits that ever were or are to be done, together with the occasions or overthrows, shall continually be kept in fresh memory: whereby wise counsel in doubtful matters of war and state shall not be to seek among this trained Company when need shall require. For not without cause is Epaminondas commended, who, riding or journeying in time of peace, used oftentimes suddenly to appose his company upon the opportunity of any place, saying, "What if our enemies were here or there, what were best to do?"

The teaching of moral philosophy.

The "reader" (who is to receive 100*li*. per year) shall divide his readings into civil policy and martial policy.

By directing the lectures to the ends aforesaid, men shall be taught more wit and policy then school learnings can deliver. And therefore meetest for the best

sort, to whom it chiefly appertaineth to have the managing of matters of estate and policy. For the greatest school-clerks are not always the wisest men.

Doctor Furnivall quotes Chancer, *Canterbury Tales*, 1, 4051, 4052:

"The grettest clerks beth not the wisest men,
As whilom to the wolf thus spak the mare."

The reader of natural philosophy is to receive 40*li.* There are to be two mathematicians, one to teach arithmetic and geometry with their applications to military science, at salaries of 100*li.* each, an engineer at 100*li.*, and two ushers to teach the principles of arithmetic and geometry at 40*li.* per year each, a horseman who is to have due allowance (the figures are all given) for the provision of horses, a "soldier" at a salary of 66*li.* 13*s.* 4*d.* The second mathematician is to teach cosmography and astronomy, with navigation, to be paid 66*li.* 13*s.* 4*d.* There is to be one to teach how to draw maps, sea charts, and perspective at 40*li.*, and a doctor of physics to read physic and chirurgerie, at 100*li.* per year.

Gilbert's reason for the reader of physic.

The physician shall practice to read Chirurgerie, because through want of learning therein, we have very few good Chirurgeons, if any at all. By reason that Chirurgery is not now to be learned in any other place than in a barber's shop, And in that shop, most dangerous, especially in time of plague, when the ordinary trimming of men for cleanliness must be done by those which have to do with infected persons.

100*li.* is allotted for the philosopher and physician to have a garden for all kinds of simples.

Other teachers are the following:

	Yearly pay.
Reader of the civil law	100 <i>li.</i>
Reader of divinity	100 <i>li.</i>
Lawyer for grounds of common law, who shall set down and teach exquisitely the office of a justice of the peace and sheriff	100 <i>li.</i>
One teacher of the French tongue	26 <i>li.</i>
With an usher	10 <i>li.</i>
One teacher of the Italian tongue	26 <i>li.</i>
With an usher	10 <i>li.</i>
One teacher of the Spanish tongue	26 <i>li.</i>
One teacher of the High Dutch tongue	26 <i>li.</i>
One master of defense	26 <i>li.</i>
Dancing and vaulting teacher	26 <i>li.</i>
One teacher of music "and to play one the lute, the bandora, and cittern"	26 <i>li.</i>
With an usher	10 <i>li.</i>
Yearly allowed for a steward, cooks, butlers, and other necessary officers	100 <i>li.</i>
A minister and clerk	66 <i>li.</i> 13 <i>s.</i> 4 <i>d.</i>
One herald of arms	26 <i>li.</i>
Keeper of library	26 <i>li.</i>
For the buying of books and instruments	40 <i>li.</i>

All printers in England shall be charged to deliver into the Library of the Academy at their own charges, one copy, well bound, of every book, proclamation or pamphlet that they shall print.

This anticipates the copyright act, whereby the British Museum claims a copy of every work published in Great Britain.

Of the chief officers of the Academy—

	Per year.
The treasurer is to be paid	100 <i>li.</i>
The rector, "who shall make trial of the nature and inclinations of the wards"	100 <i>li.</i>
The master of the court of wards, i. e., the chiefest governor	200 <i>li.</i>
For the first furnishing of books and instruments and for the buying of houses	2,000 <i>li.</i>
The total yearly charge	2,966 <i>li.</i> 13 <i>s.</i> 4 <i>d.</i>

The extra duties of the staff.

The public readers every six years shall "set forth some new books in print, according to their several professions, and every three years some translation. Twice a year sermons shall be preached in the academy in honor of the founder."

Gilbert points out that gentlemen's sons could only be educated at Cambridge or Oxford. But in those universities they regard *learning* only.

The commodity of the academy.

Whereas in the Universities men study onely school-learnings, in this Academy they shall study matters of action meet for present practice, both of peace and war.^a And if they will not dispose themselves to letters, yet they may learn languages, or martial activities for the service of their country. If neither the one nor the other, then may they exercise themselves in qualities meet for a gentleman. And also, the other Universities shall then better suffice to relieve poor scholars, where now the youth of nobility and gentlemen, taking up their scholarships and fellowships, do disappoint the poor of their livings and advancements.

The outcome of such an academy.

By erecting this Academy there shall be hereafter, in effect, no gentleman within this realm but good for somewhat, whereas now the most part of them are good for nothing.^b And yet thereby the Court shall not only be greatly increased with gallant gentlemen, but also with men of virtue, whereby your Majesty's and Successors' Courts shall be, for ever, instead of a Nursery of Idleness, become a most noble Academy of chivalric policy and philosophy, to your great fame. And better it is to have renown among the good sort, then to lord over the whole world. For so shall your Majesty make yourself to live among men for ever (whereas all flesh hath but small continuance), and therewithal bring yourself into God's favour, so far as the benefits of good works may prevail.

Mr. C. H. Coote, the writer of the article on Sir Humphrey Gilbert in Dictionary of National Biography, vol. 21, p. 327, says that the above was probably written after Gilbert's return from the Netherlands in 1572.

COUNT BALDASSARE CASTIGLIONE. 1478-1529.

Italian and other foreign editions in British Museum of Castiglione's Courtier (translated by Sir Thomas Hoby):

Il libro del Cortegiano del Conte Baldassare Castiglione. Nelle case d'Aldo Romano e d'Andrea d'Asola. Venetia, 1528, fol. Also 1533, 8vo.

Another edition was published at Florence, 1528, 8vo. Also 1531. Also 12mo, 1537. Also 1884, 12mo, and 1894, 8vo.

Vinegia, 1538, 8vo. 1541, 8vo, 1547, 8vo, 1551, 12mo, 1552, 8vo. Venetia, 1544, 8vo. 1545, fol. Lyons, 1553, 16mo. 1562, 16mo. 1580, 8vo. 1538, 8vo (edited by Dolet).

Vinegia, 1556, 8vo. 1560, 8vo. 1574, 12mo.

Venetia, 1559, 8vo. 1565, 12mo. 1568, 8vo.

Padova, 1766, 4to.

Milan, 1804, 8vo. 1822, 8vo.

Paris, 1585, 8vo. 1545, 12mo.

Argentorati, 1619, 8vo.

Salamanca, 1540, 4to.

Medina del Campo, 1542, 4to.

Valadolid, 1569, 8vo.

^a Cf. Milton: "I call therefore a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

^b Rather a hard judgment on the gentlemen of Queen Elizabeth's reign.

English editions of Castiglione's Courtier:

The Courtyer of Count Baldessar Castilio divided into four bookes. Very necessary and profitable for yonge Gentilmen and Gentilwomen abiding in Court, Palaice or Place, done into Englyshe by Thomas Hoby. Imprinted at London by Wylyyam Seres at the signe of the Hedghogge, 1561. 4to. (Pages unnumbered.)

Other editions: 1577, 4to. 1603, 4to.

*The Courtier * * * done into English by Thomas Hobby. Ital. Fr. Eng. B. L. John Wolfe, London, 1538. 8vo.*

*B. Castilionis * * * de Curiali sive Aulico, libri quatuor, ex Italico sermone in Latinum conversi; B. Clerke * * * interprete. Non ante editi. London, 1571. 8vo. Also 1585, 1593, and 1603.*

*B. Castilionis Comititis de Curiali sive Aulico, libri quatuor * * * Quibus additus est in fine Aula, dialogus (G. Insulani Menapii) cum indice locupletissimo, etc. London, 1612. 8vo.*

Also 1619. Also, at Cambridge, 1713. 8vo. (Recensuit S. Drake.)

The Courtier; or, the Complete Gentleman & Gentlewoman—Translated from the Italian original of Balthasar, Count Castiglione (by R. Samber). In four books, London, 1729. 8vo. This edition describes itself as a "Treatise of the politest Manner of Educating Persons of Distinction of both Sexes, and the Qualifications requisite in People of all Ranks from the Prince to the private Gentleman."

There is a sumptuous edition giving the Italian text and the English translation by A. P. Castiglione, who proudly adds, "of the same family," London, printed by W. Bowyer, for the editor, 1727. It is beautifully printed. There is a life of the author prefixed, and an excellent engraving of the count from the picture by Raphael.

In the Tudor Translations Series (London, David Nutt) appeared, in 1900, beautifully printed text, with a thorough and most carefully written introduction by Prof. Walter Raleigh.

A glance at the number of editions^a of this book shows the vogue and influence which it had. Nor is the list of the British Museum Catalogue by any means complete. The English 1729 edition supplies the following, which may be added (of the Latin translations): Frankfort, 1584, 1606; Strassburg, 1577, 1619, 1639, 1663.

The first English edition contains a letter from Sir John Cheke to Mayster Thomas Hoby. It is worth quoting, for much as Sir John praised the use of English we look in vain to find any considerable utterances, of his own at any rate, on education in that language. He is reputed to have written a treatise *De ludi magistrorum officio*, but this is not now forthcoming, and it clearly was in Latin.

Here, however, is a piece of his English:

Cheke's letter to Hoby.

For your opinion of my good will unto you as you writ, you can not be deceived: for submitting your doings to my judgment, I thank you. For taking this pain of your translation, you worthily deserve great thanks of all sorts. I have taken some pain at your request chiefly in your preface, not in the reading of it, for that was pleasaunt unto me both for the roundness of your sayings and well-speakings of the same, but in changing certain words which might very well be let alone, but that I am very curious in my friends' matters, not to determine but to debate what is best. Wherein I seek not the bestness haply by truth, but by my own fantasy, and show of goodness.

I am of this opinion that our own tongue should be written clean and pure, unmixed and unmangled with borrowing of other tongues wherein if we take not

^aThere are 25 Italian editions (besides editions and translations in other countries) from 1523 up to Signor V. Cian's edition at Florence in 1894.

heed betimes, ever borrowing and never paying, she shall be fain to keep her house as bankrupt. For then doth our tongue naturally and praisably utter her meaning, when she borroweth no counterfeitness of other tongues to attire herself withal, but useth plainly her own with such shift as nature, craft, experience, and following of other excellent doth lead her unto, and if she want at any time (as being imperfect she must) yet let her borrow with such bashfulness, that it may appear, that if either the mould of our own tongue could serve us to fashion a word of our own, or if the old denisoned could content and ease this need we would not boldly venture of unknown words. This I say not for reproof of you who have scarcely and necessarily used where occasion serveth a strange word, so as it seemeth to grow out of the matter and not to be sought for: but for mine own defence, who might be counted over-straight a dreamer of things, if I gave not this accompt to you, my friend, and wise, of my marrying this your handiwork. But I am called away. I pray you pardon my shortness, the rest of my sayings should be but praise and exhortation in this your doings, which at more leisure, I should do better. From my house in Wood Street the 16th July. 1557.

Yours assured,

JOAN CHEEK.

The Translator, Sir Thomas Hoby (1530-1566), and "The Courtier" are also praised by Roger Ascham. See the Scholemaster, Mayor's edition, 1884, p. 119, where he says:

To join learning with comely exercises, *Conte Baldesar Castiglione* in his book, *Cortegiano* doth trimly teach: which book advisedly read, and diligently followed, but one year at home in England, would do a young gentleman more good, I wisse, than three years travel abroad spent in Italy. And I marvel this book is no more read in the Court, than it is, seeing it is so well translated into English by a worthy gentleman Sir Th. Hobbie, who was many ways well furnished with learning, and very expert in knowledge of divers tongues.

The following is given as the

Final end of a courtier.

Is to become an instructor and teacher of his prince or Lord inclining him to virtuous practices: And to be frank and free with him, after he is once in favour in matters touching his honour and estimation, always putting him in mind to follow virtue and to flee vice, opening unto him the commodities of the one and the inconveniences of the other: And to shut his ears against flatterers, which are the first beginning of self-seeking and all ignorance.

His conversation with women is to be always gentle, sober, meek, lowly, modest, serviceable, comely, merry, not biting or slandering with jests, nips, frumps or railings, the honesty of any. His love towards women, is not to be sensual or fleshly, but honest and godly, and more ruled with reason than appetite: and to love better the beauty of the mind than of the body. Not to withdraw his mistress's goodwill from his fellow-lover with reviling or railing at him, but with virtuous deeds, and honest conditions, and with deserving more than he, at her hands, for honest affection's sake.

Final end for a gentlewoman.

The final end whereto the Courtier applieth all his good conditions, properties, feats, and qualities, serveth also for a waiting Gentlewoman to grow in favour with her Lady, and by that means so to instruct her and train her to virtue, that she may both refrain from vice and from committing any dishonest matter, and also abhor flatterers, and give herself to understand the full truth in every thing without entering into self-seeking and ignorance, either of other outward things or yet of her own self.

The education sketched out is rather æsthetic than intellectual. In fact, all effort of education is to be obscured. The courtier is to do everything as if it were natural rather than learned with study. He is to be well spoken and fair languaged, to be wise and well "seen" in discourses upon states, and to frame himself to the manners of the country where he stayeth. Upon every matter he is to be able to allege good and probable reasons. Of languages he must at least be provided with Italian, French and Spanish. He is to be good company, and not to play dice and cards merely to win money. He is to be "more than indifferently well seen in learning in the Latin and Greek tongues." Castilio does not offer any views on methods. The courtier must dance, sing, and play on the lute and

viol. He is not to become a jester or scoffer "to put any man out of countenance." Above all, he is to be skillful in all kinds of martial feats, both on horseback and on foot, and well practiced in them. In these he must bear himself nobly and magnanimously.

The education of gentlewomen.

The gentlewoman must be taught to do all with a good grace. She is to commit no vice, and not to be had in any suspicion of vice. To have the understanding, so that when married she can order her husband's substance, her house, and children, and play the good housewife. She is to be heedful in her talk, that she offend not when she meant it not. She is not, in her playing upon instruments or in singing, to use "too much division and busy points, that declare more cunning than sweetness." She is to "set out her beauty and disposition of person with meet garments that shall best become her, but as seemingly as she can, making semblant to bestow no labor about it nor yet to mind it." She is to "have an understanding in all things belonging to the courtier, that she may give her judgment to commend and to make of gentlemen according to their worthiness and deserts." She should be learned and "seen in the most necessary languages." She should draw and paint. She is to dance, and to be able to devise sports and pastimes. Above all, she is to make herself beloved for her deserts, amiableness, and good grace.

(It is interesting to notice the importance of printing in these days. The printer offers a greeting to the reader: "Now at the length, gentle reader, through the diligence of Mr. Hoby in penning, and mine in printing, thou hast here set forth unto thee the book of the Courtier. * * * Use it, therefore, and so peruse it, that for thy profit, first he, and then I, may think our travail herein well employed. Farewell.")

As to Sir Thomas Hoby (knighted 1565), there is little to say. He died at 33 years of age, in 1566. He had been educated at Cambridge, and had traveled abroad in France, Italy, and other countries. (See Dictionary of National Biography, vol. xxvii, p. 55.)

For Life of Castiglione, see edition of Courtier of 1727, by A. P. Castiglione. There is also a biography in Chalmers's Biographical Dictionary, vol. 8, pp. 406-410. He was born 1478, near Mantua; learned Latin and Greek. For the latter he had as master Demetrius Chalcondylas, and for the Latin George Merula. Raphael and Michael Angelo are said to have consulted Castiglione on matters of art, admiring his knowledge and judgment. Engaged in military service and embassies, once coming to England. Completed the Courtier in 1516. Castiglione frequently refers to classical writers, or, as Chalmers puts it, "We may perceive how intimate Castiglione was with the Greek and Latin authors, having here gleaned together the first flowers of their wit, and treasured up as it were in a single cabinet the richest jewels of antiquity." In 1514 he married the daughter of Bentivoglio, who died in about four years after her marriage. Castiglione was sent as a legate of the Pope to Charles V. He accordingly went to Spain, in 1524, and was very successful. He stayed there and became bishop of Avila. It is said that the Pope intended to make Castiglione a cardinal. However, he fell sick at Toledo and died in 1529. Though written in 1516, the first edition of the Courtier was published in 1528 at Venice. The Italians, says Chalmers, call the Courtier "il libro d'oro" (the golden book).

Professor Raleigh has given a full account of Castiglione and a particularly valuable life of Sir Thomas Hoby^a in his introduction. He shows the relation of Castiglione's views to the spirit of the age of Elizabeth and traces of its influence in later literature.

^aProfessor Raleigh's account of Hoby is founded on the manuscript autograph diary in the British Museum, entitled "A Booke of the Travaile and Lief of Mr. Thomas Hoby, with diverse things woorth the notinge."

GULIELMUS GRATAROLUS. 1516-1562.

The Castel of Memorie: wherein is conteyned the restoryng, augmentyng and conservyng of the Memorie and Remembraunce, wyth the safest remedies, and best preceptes thereunto in any wise apperteyning: Made by Gulielmus Gratarolus Bergomatis Doctor of Artes and Phisike. Englished by Willyam Fulwod. The Contentes whereof appeare in the Page next the following. Printed at London by Rouland Hall, dwelling in Gutter Lane at the signe of the halfe Eagle and the Keye 1563. 8vo. B. L. Also 1573.

Gratarolus was born at Bergamo in Italy, 1516, educated at Padua, and became a learned physician. He became a Protestant and had to leave Italy, first to Basle and then to Marburg, where he became professor of physic. He died at Basle about 1562. He wrote many books. Among them was the *De Memoria repa-randa, augenda, conservanda et Reminiscencia*, translated as above.

William Fulwood, the translator, lived in reign of Elizabeth. The exact years of his birth and death do not seem to be certain. He was a member of the Merchant Taylors' Company. Besides his translation of the Castel of Memorie, he wrote the *Enimie of Idleness*.

The following are the contents of The Castel of Memorie, referred to on the title page:

The i Chapter declareth what Memorie is, where it flourisheth, how profitable and necessary it is, etc.

The ii containeth the chief causes, whereby the Memorie is hurt, with their signs and cures.

The iii sheweth the principal endomages of the Memory in what sort soever they be.

The iiij telleth likewise the particular helps of the Memory.

The v comprehendeth certain best approved and chosen medicinable compound remedies, and preservatives greatly increasing the Memory.

The vi expresseth Philosophical Judgments, Rules and Precepts of Remembrance.

The vii chap. entreateth in few words of local or artificial Memory.

Last of all is put a brief Epilogue of the aforesaid things.

Then follows a dedication, in verse, to Lord Robert Dudley, in which Fulwood speaks of Maximilian, King of Bohemia, as having praised the original work, and of Edward VI, King of England, as having accepted a French translation as a "right needful thing." The translator then addresses a preface to the reader of the book, and breaks forth afterwards into the following verses:

THE BOOK'S VERDICT.

A Castell strong I doe present

Well furnished and sure:

Munited eke with armour bent

For ever to endure.

Whiche hitherto long tyme hath bene

In (limbo patrum) hidde,

But now at last may here be sene,

From daungers men to rydde;

Procuryng them a perfecte state,

And safe securitie,

Whereby they may fynde out the gate

Of Wysedomes lore. For why?

He that hath lost his Memorie,

By me may it renewe:

And he that will it amplifie,

Shall fynde instructions true.

And he that will still kepe the same,

That it shall not decay:

By me must learne the way to frame

And my preceptes obeye.

Lo here ye see my full effecte:

And that I doe entende

The secretes thereof to detecte,

That thereby wittes may mende.

Then Judge me,
As I am werthis.

After discoursing on the nature of memory, in which, of course, Plato, Aristotle, and Cicero are called in for testimony, the author gets to his point that memory may be helped by physic. The student is treated as a patient and is put through an appointed regimen, which may become very severe if milder measures are not effective. He then insists on the exercise of memory, for it is soon "corrupted by sluggishness."

I give the epilogue, which summarizes this curious early treatise on the memory:

Last of all, instead of an epilogue and as it were a conclusion I will add that which Erasmus Roterodamus writeth in his 3 book of Eccles.
 Erasmus Roterodamus: To the power (saith he) of native Memory being good of nature, must be joined intelligence, care, exercise, and order. Physicians also do promise some aid to the confirming of the Memory, and to this agreeth Marcellius Ficinus.

Marcellius Ficinus.

But besides those things that we have said, a perpetual sobriety of life doth most of all help. For gluttony and drunkenness, like as they do dull the wit, so do they also utterly overthrow and destroy the Memory. Also the variety of cares, and the heap of businesses is hurtful, the tumultuous reading of divers volumes of books is also noxious. I suppose this to be the chief cause why age should be forgetful: because the power of strength of the mind is overthrown with the multitude of things. Also an immoderate bashfulness, the newness or strangeness of Auditors, care and trouble of mind do annoy the Memory; but bashfulness and novitie are overcome or remedied by use and custom.

Erasmus.

Plato.

Aristotle.
 Simonides.

Also great or careful study is likewise hurtful, in as much as it is not without an earnest and greedy desire. In another place he sayeth thus: The best art of the Memory is to understand things thoroughly, and being understood to reduce them into order and best of all to repeat often that which you would remember. Hitherto Erasmus. If therefore you will have an excellent Memory of good things, you must take diligent heed, that you understand the perfect reason of that you go about to learn by heart. For reason is an undissolvable bond of the verity and of the memory. For this cause possibly Plato said, that thing which is once well understood, can never be altogether forgotten. Also those things are to be committed to the memory which are not only profitable but also pleasant. For such nourishments as being that sweetest taste, do the easlier pass and are converted into our nature: and with how much the better appetite that any thing is taken, it remaineth so much the longer. Add hereunto that which Aristotle and Simonides thought good to be thoroughly observed (to wit) that there should either be indeed a certain and sure order in teaching or else at the least excogitated and supposed. Order consisteth in a certain proportion and connexion. And if you take any one thing of those that are set in an exquisite and perfect order, the rest will follow forthwith by a certain necessary continuation either of Nature or of Art. It is moreover to be observed, that we do meditate many times those things that we have learned: for so be the nourishments of the mind digested, and as it were, turned into the mind. It is very good also to renew and rehearse very often such things as are committed to the Memory. with an elegant oration or a sweet song, as it is heretofore declared. For pleasure is the sauce of things, the food of love, the quickening of the wit, the nourisher of the affection, and the strength of the Memory. The soul also must be purged from evil things, that it may be filled with good things.

Another book on the same subject, but less curious, is:

Libellus de Memoria, verissimaque bene recordandi scientia. Authore G. P.^a Cantabrigiense. Hue accessit eiusdem Admonitiuncula ad A. Discendum, de Artificiose Memorice, quam publice proficitur, vanitate. Londini excedebat Robertus Waldegrave, Anno 1584. 8vo.

Both parts are in Latin. The former is divided into chapters, and treats of: 1. De Memorice facultate. 2. De Memorice Arte et de Propositione. 3. De Syllogismo. 4. De Methodo. 5. De exercitatione.

The Admonitiuncula contains a list of herbs or drugs supposed to preserve the brain if it be (a) moist and cold, (b) dry and cold.

A third book is:

Mnemonica, Sive Reminiscendi Ars: e paris artis naturæque fontibus hausta, et in tres libros digesta. Necnon De Memoria naturali fovenda libellus: e variis doctissimorum operibus sedulo collectus. Jam primum in lucem edita, authore Joanne Willisso, sacre Theologiæ baccalaureo.

Omne bonum, Dei Donum.

Londini Per Humfredum Lownes, sumptibus Nathanaelis Browne. 1618. 8vo.

*Mnemonica; or, The Art of Memory, Drained out of the Pure Fountains of Art and Nature * * * London, Printed and are to be sold by Leonard Sowersby, at the Turnstile, near New-Market, in Lincoln-Inn-Fields, 1661.*

(Translation into English of the above.)

Maister Willis his book of Memory, called *Mnemonica sive Reminiscendi*, are gathered out of the best who have written thereof: out of which the most profitable things may be selected and used by them who are judicious. (John Brinsley in "A Consolation for our Grammar Schools, pp. 79, 80.)

Willis states that the authors who have been most useful in furnishing him with "precepts" for his work are:

Theologi: St. Tzegedinus, Guil Perkinsus.

Medici et Philosophi: H. Gualt. Ryff, Guil. Gratarolus, Fernelius, Leon. Fuchsius, H. Ranzovius, D. Brightus.

The following are the subjects of the chapters, as given in the English translation:

Book i: Of remembering common affairs—Of remembering words—Of remembering Phrases—Of remembering Sentences—Of remembering long Speeches.

Book ii: Of remembering without writing—Of remembering by certain Verses purposely borne in mind—Of remembering by *ex tempore* Verses—Of exonerating things charged on Memory *ex tempore*.

Book iii: Of Repositories—Of Places—Of Ideas in General—Of the Quantity of Ideas—Of the Position of Ideas—Of the Colours of Repositories and Ideas—Of direct Ideas—Of Relative Ideas—Of Fictitious Ideas—Of written Ideas—Of Compound Ideas—Of choosing ideas—The manner of reposing Ideas—Of the practice of the Art of Memory—Of Dictation and Reposition—Of irregular Reposition—Of Depositing Ideas.

A Treatise of Cherishing Natural Memory: Chap. i: Of such as debilitate Memory—Chap. ii: Of things corroborating Memory—Chap. iii: Of a prescript order of life—Chap. iv: Of restoring a debilitated Memory—Chap. v: How to discern the temperament of the Brain—Chap. vi: Of diet properly convenient to every temperament—Chap. vii: Of diseases of the Brain.

Gratarolus (Gulielmus).

(*A direction for the health of Magistrates and Studentes * * * Englished from the Latin * * * by T. Newton. B. L. (London, 1574.) 8vo.*

The only reason for including this book in a bibliography of education is the special reference kept throughout to the case of students, their probable ailments,

^aProbably Guil. Perkinsus.

and the preventatives against illnesses to which they are prone. The author, interestingly, avows:

That which here we write shall be good and available in manner to all ages (childhood and extreme old age excepted) wherein my counsel is to all men, that what every man shall find, and by experience prove best to agree with his nature, the same to use as nearly as he may.

THOMAS INGELEND.

A pretie and Mery new Enterlude: called the Disobedient Child. Compiled by Thomas Ingelend late Student in Cambridge. Imprinted at London in Fleet-strete beneath the Conduit by Thomas Colwell. 4to. (n. d., but probably about 1570.) See F. J. Furnivall, Early Education in England, in the Babeus Book. (Early English Text Society.)

In this interlude is a son very anxious not to go to school. He states his objections, we may safely say, in a very exaggerated form. He has had so pleasant a childhood that if he went to school he would seem "driven out of paradise."

Like to the school none under the sun
Bringeth to children so much heaviness.

Pressed on the point as to how he has learned this, he has to confess from boys who have been to school.

Boys' tales of school life.

For as the Brute [i. e., the schoolmaster] goeth by many a one
Their tender bodies both night and day
Are whipped and scourged, and beat like a stone
That from top to toe, the skin is away.

The father asks, "Is there not pardon?" The answer is:

None truly none, but that alas, alas
Diseases among them do grow apace.
For out of their back and side doth flow,
Of very good blood marvellous abundance,
And yet for all that is not suffered to go,
Till death be almost seen in their countenance.

The father suggests the son is mistaken; but he replies:

Father, this thing I could not have believed
But of late days I did behold
An honest man's son hereby buried
Which through many stripes was dead and cold.

Finally, the son says (as to going to school):

I will not obey ye therein to be plain,
Though with a thousand strokes I be slain.

That the son's testimony is exaggerated wildly may be gathered from the fact that the youth *instead of going to school* desires to marry a wife.

The father, unfortunately, allows the youth his way and this naturally leads into great trouble, and the moral of the whole piece comes out, as—

Instruct your children and make them students
That unto all goodness they do not rebel
Remember what writeth Solomon the wise
Qui parcit virgæ, odit filium.

In this same interlude there is, I think, a reference of more interest than the above. There is a scene between a man cook and a maid cook. There seems to be much difficulty in finding references to girls' schools in the early history of education, yet in this interlude is the following passage:

The maid-cook had been to school.

Why callest thou me fool?
Though now in the kitchen I waste the day,
Yet in times past I went to School,
And of my Latin primer I took assay.

Man-cook.

Masters, this woman did take such assay,
And then in those days so applied her book,
That one word thereof, she carried not away.
But then of a scholar was made a cook.
I daresay she knoweth not, how her Primer began
Which of her master she learned then.

Maid-cook.

I trow it began with, *Domine, labia aperies.*

Prof. C. H. Herford relates the *Disobedient Child*, with other versions of the Prodigal Son story, in his *Studies in the Literary Relations of England and Germany in the Sixteenth Century*, p. 161.

JOHN STURM,^a 1507-1589.

Translator, T. B. (given as Browne in British Museum Catalogue); but the writer of article in Dictionary of National Biography on Thomas Blundeville identifies this translation as Blundeville's.

If T. B. Gent is to be identified with Thomas Blundeville, he was the writer of *exercises containing treatises* in arithmetic, cosmography, astronomy and geography, and the art of navigation. Published in 1594, it reached the seventh edition in 1636, when it was reedited by Ro. Hartwell; it was still in use in 1658, when it is found in William London's Catalogue. Blundeville says that he wrote the arithmetic for and at the request of Elizabeth Bacon, the daughter of Sir Nicholas Bacon, for whom he made it "so plain and easy as was possible (to my seeming)." Blundeville also wrote books on *riding* (1565) and the *art of logic* (1599). See also p. 342.

*A ritch Storehouse or Treasurie for Nobilitye and Gentlemen, which in Latine is called Nobilitas literata, written by a famous and excellent man, Iohn Sturmius, and translated into English by T. B[roune], Gent. * * * Imprinted at London by Henrie Denham dwelling in pater noster row at the signe of the Starre. 1570. 8vo.*

Sturmius Johannes was born at Schleiden in the Eifel, near Cologne, 1507. Educated with the sons of Count de Manderscheid, and afterwards at Liege. In 1524 went to Louvain and spent three years in study and two in teaching. Set up a printing press and printed some Greek authors. In 1529 went to Paris and lectured in Greek and Latin. Married at Paris and kept boarders, who came from England, Germany, and Italy. Became a Protestant. In 1537 went to Strasburg. In 1538 opened a school there. This made into a university by Maximilian in 1566. Died 1589, age above 80. At Paris he had studied medicine and published an edition of Galen's works. He edited all Cicero's works, in 9 volumes, in 1557.

^a Joannes Sturmius ad Werteros fratres Nobilitas Literata. Argentati, 1549. 8vo.

A Ritch Storehouse gives the—

Division of work in morning and afternoon:

Morning: Tully and writing.

Aft: Other authors, such as may teach us other good arts and knowledge.

Kinds of authors: 1. As a holy man ought to spend his life in holy writers so an eloquent man ought to be daily conversant in Tullie's works. Religion and eloquence joined together make life healthful. They ought therefore to be read and studied for ever.

2. Those we read for recreation. For these it is well to have a "Repeater" or Reader aloud.

3. Those we read in parts and for particular purposes. In the Latin tongue, should be known: Tullie throughout, Caesar's Commentaries, Sallust and Virgil, and parts of Plautus, Terence, Varro, Lucretius. In Greek: Xenophon's *Cyrus*, Socratic Commentaries, Herodotus, Thucydides, Demosthenes, Aristotle's *Ethics* and *Politics*, Homer and Hesiod, parts of Theocritus, Pindar, Euripides and Sophocles. Geometry, Cosmography and Astronomy as far as they bear on these must be studied, and daily, style in composition be cultivated.

In three years, with this programme, "we shall achieve the thing we would;" that is, that the "tongue and the mind may sound alike, which I think to be sweeter than any music."

The following passage occurs in Roger Ascham's *Scholemaster* (Mayor's edition, pp. 160, 161):

If a Master would have a perfect example to follow, how in *Genere sublimi* to avoid *Nimum*, or in *Mediocri*, to attain *Satis*, or in *Humili*, to eschew *Parum* let him read diligently for the first, *Secundum Philippicam*, for the mean, *De Natura Deorum*, and for the lowest, *Partitiones* * * * For our time the odd man to perform all three perfectly, whatsoever he doth, and to know the way to do them skilfully, whensoever he list, is, in my poor opinion, Joannes Sturm.

And again (*Scholemaster*, Mayor's edition, p. 98):

I could be over long, both in showing just causes, and in reciting true examples, why learning should be taught, rather by love than fear. He that would see a perfect discourse of it, let him read that learned treatise which my friend Joan. Sturm wrote *de institutione Principis*, to the Duke of Cleves.

There is a third passage (*idem*, p. 139):

Ascham is speaking of imitation of classical models. He has mentioned Erasmus, Budaeus, Philip Melancthon, Camerarius, Sambucus, Cortesius, and P. Bembus. He goes on:

But Joan. Sturm *de Nobilitate literata, et de Amissa dicendi ratione*, far best of all, in mine opinion, that ever took this matter in hand. For all the rest, declare chiefly this point, whether one, or many, or all, are to be followed: but Sturm only hath most learnedly declared, who is to be followed, what is to be followed, and the best point of all, by what way and order, true Imitation is rightly to be exercised.

For modern accounts and judgments of Sturm, see Quick: *Educational Reformers*, 1890 edition, pp. 27-32 (founded on Henry Barnard's account in "German Teachers and Educators," and on Raumer). Also, Dr. Bossler's article on Sturm in K. A. Schmid's *Encyklopädie*.

Mr. C. S. Parker gave an account of Sturm in *Essays on a Liberal Education*, edited by F. W. Farrar (Essay i, p. 39). A complete survey of Sturm is given in the *Die Pädagogik J. Sturms*, historisch u. kritisch beleuchtet: by Ernst Laas. These references are given by Mr. R. H. Quick, in *Educational Reformers*.

The following list of Sturm's educational works I have collected from the British Museum Catalogue:

1. *J. Sturmi Epistolæ ad R. Aschamum*, etc. 1589, 1602, 1610, 1611. For English collection of Sturm's letters to Ascham, see *Library of Old English Writers*, edited by Dr. Giles.

2. *Æschinis et Demosthenis orationes duae contrariæ. Commentariolum J. Sturmii in easdem Hecatommeres*, 1550. 8vo. Also 1581.
3. *Ἀριστοτελεὺς Ἰθικῶν*.—De moribus * * * libri decem (edited by J. S.). 1540. 8vo.
4. *Aristotelis Rhetoricorum*, libri iii; in Latinum sermonem conversi et explicati a J. Sturmio. 1570. 8vo.
5. *Beati Rhenani vita*. 1551, 1610, 1886.
6. *D. Catonis disticha* * * * additis insuper J. S. lemmatibus. Lat., Gr., and Germ. 1672. 8vo.
7. *M. T. Ciceronis librorum philosophicorum volumen primum emendatum a J. S.*, etc. 1541. 8vo. In addition, Sturm edited some of Cicero's books separately.
8. *M. T. Ciceronis Epistolarum libri a J. S.* * * * confecti. 1554.
9. *Phrases* * * * linguæ Latinæ elegantiores * * * cum præfatione J. S. 1610. 8vo.
10. *De educatione Principum*. 1551. 8vo.
11. *De educatione principis*, Pt. ii. 1570. 4to.
12. *Hermogenis* * * * de dicendi generibus sive formis orationum libri ii, Latinitate donati et scholis explicati atque illustrati a J. S. 1571. 8vo.
13. *Hermogenis* * * * de ratione inveniendi oratoria libri iiiii. Latinitate donati, et scholis explicati atque illustrati a J. S. 1570. 8vo.
14. *Hermogenis* * * * de ratione tractandæ gravitatis occultæ liber, Latinitate donatus, et scholis explicatus atque illustratus a J. S. 1571. 8vo.
15. *Hermogenis* * * * *Partitionum rhetoricarum liber unus* * * * Latinitate donatus, et scholis * * * illustratus a J. S. 1570. 8vo.
16. *Commentarii in Artem Poeticam Horatii*, confecti ex scholiis J. Sturmii. 1576. 8vo.
17. *Pindari oda prima [secunda] cum præfatione J. S.* 1564. 8vo.
18. *Δύο Πλατωνος διαλογοι* * * * *Duo Platonis dialogi, Alcibiades* * * * et *Menexenus*. (With a prefatory epistle by J. S.) 1538. 4to.
19. *Thesaurus verborum linguæ Latinæ Ciceronianus*, * * * cum præfatione J. S. 1570. 4to. (Schorus A.)
20. *Specimen et forma legitime* * * * tradendi sermonis et rationis disciplinas ex P. Rami scriptis collecta. Cum præfatione J. S. 1572. 8vo.
21. *Scholia M. Toxitæ in Theocriti Idyllion primum. Ex scholis J. S.* (1562.) 8vo.
22. *Academicæ Epistolæ Urbanae Lib I.* (1570?) 8vo.
23. *Aureus libellus de educatione principum. Darmstati.* 1612. 8vo.
24. *De literarum ludis recte aperiendis liber.* 1538. 4to. Also 1539, 1557.
25. *J. S. ad Werteros fratres Nobilitas Literata.* 1549. 8vo.
26. *J. S. Classice epistolæ.* 1565. 8vo.* Also 1573.
27. *J. S. de imitatione oratoria lib. iii cum scholis ejusdem authoris.* 1574. 8vo. Also 1576.
28. *J. S. de universa ratione elocutionis rhetoricæ lib. iiiii.* 1576. 8vo.
29. *J. S. in Partitiones Oratorias Ciceronis dialogi duo.* 1539. 8vo.
30. *Linguæ Latinæ resolvendæ ratio iterum edita accurante J. G. Joch.* 1704. 8vo.
31. *Prolegomena. Hoc est præfationes in optimos quoque utriusque linguæ* * * * *scriptores.* 1541. 16mo.
32. *Libri duo. J. S. de Periodis unus. Dionysii Halicarnassæi de Collocatione Verborum alter.* 2 parts. 1550. 8vo. Also 1727. 8vo.
33. *Poeticum (primum-sextum) volumen, cum lemmatibus J. S.* 1565. 8vo. Also 1572-75. 8vo.
34. *Scholæ Lavinganae.* 1565. 8vo.

The following accounts of J. Sturm may be added to those named in Mr. Quick's Educational Reformers:

Schmidt, C. La vie et les travaux de J. S. 1855. 8vo.

Veil, Dr. H. Zum Gedächtnis J. Sturm. Eine Studie. Strassburg. (Protestantisches Gymnasium.) 1888. 8vo.

Zoeppfel, R. J. Sturm, der erste Rector der Strassburger Akademie, Rede, etc. pp. 15. Strassburg, 1887. 8vo.

Sturm's *Nobilitas Literata*, Englished by "T. B." as A. Ritch Storehouse for Nobilitye and Gentlemen, bears in the translation the date 1570. The Latin edition is dated 1549. It is a response to a desire expressed by the two youths, Werter, for some "way, order, and trade of study." They have been for two years under George Fabricius, and Sturm undertakes to advise them for the next three years as to when to study, what their study and exercise shall be, and the order of studies. Without treating of virtue as a direct end, for it should always be joined to learning, it is necessary to say, that the virtue of diligence is requisite, also of temperance and an honest measure in delights, and of constancy in them both. The position of knowledge of the brothers may be taken to be that they have studied the precepts and rules of Latin necessary for the understanding of writers. They have got a store and choice of words and phrases for writing, and some knowledge of logic and rhetoric. For the future, then, are chiefly required annotations in reading and in writing, painfulness. In Greek the "precepts" of the language are known, so far as words and phrases are concerned.

A treatise of this kind may be divided into two parts: (1) The knowledge of things, and (2) exercise and practice of the language. As to knowledge of things, civil policy should be studied. Read on this subject Aristotle's Politics; but moral science must be studied at the same time. For this aspect of civil policy history must be read, e. g., Herodotus, Thucydides, Xenophon, Polybius, and Herodianus; Cæsar, Livy, and Tacitus. In all these, however, the greatest varieties of style will be found and some of them must not be imitated; but always it must be remembered that Christ's religion must be learned, not indeed so that our tongue should be hindered, but amended thereby. "Our tongue *and* heart should be pure, clean, and neat alike." Therefore civil policy should be pursued in the authors, doctors, and historiographers of our religion. Plato's Laws and Cicero on the same subject are to be read.

There are three kinds of study: Hearing, reading, and considering. For the time of hearing two helps are necessary: (1) The reader, professor, or school-master to expound hard authors, viz, Plato, Gorgias, and Protagoras; Aristotle's Politics, Book 1; Thucydides, Lucian, Demosthenes, Cicero. By yourselves you can read Cæsar, Xenophon, Herodian, Polybius. (2) The repeater rehearses those things which we have learned of others. This is done at home. As to a teacher, choose the one "who professeth the art he teacheth and hath long exercised the same," not one who is both student and teacher. First and last hour of the day to be given to religion. Religious study will supply material for exercise in style. Best of morning to Cicero and composition. All Cicero will be compassed in three years, reference to works referred to in his books looked up, and all kinds of sentences, counsels, deeds gathered from him. In the afternoons all authors, Greek and Latin, are, in some part or other, to be read.

How authors ought to be read: Sturm's advice is, read straight through, and afterwards try to understand the chapters, paragraphs, and sentences piecemeal. Three exercise books are to be provided, one for things and matter (commonplace books), one for words, and one for precepts of art.^a Every man should have *his own* commonplace book. The practice of this begins with marking and ends

^aE. g., parts of an oration, kinds and causes of rhetorical figures and periods.

with comparison. Whole passages may be noted down, abridgments, and the making of drafts, particularly expressing literary form by geometrical figures where possible. "To observe these things and to set them in their proper places doth greatly help us to practice and imitate and of itself is very pleasant to understand."

For composition it must be remembered the first precept is: Let the whole nature of the thing about which you write be known. Then choose from the matter before you. In the beginning choose to write about plain things. Then practice quickness of writing.

Imitation, according to Sturm, consists in an evident desire and love to attain to that in the oration and speech of another which seemeth worthy of praise and admiration. Cicero is the model, *par excellence*. Cicero must be followed first of all; and besides him the "best of everyone in his kind," e. g., in poetry, history, etc. Only those should "imitate" who know the precepts of rhetoric; therefore it is quite unsuited for "children and boys." There are three stages in this art: First, when we are learning it; second, when we have learned it; third, when we perfectly know and understand it. As for the third stage, Sturm says:

In so great variety and excellency of philosophers, orators, historians and poets, there will always be somewhat, which either we have not read or not marked before: so that still we have something to increase our knowledge. For it is a hard matter to read and understand all things: and to remember all things, I think it can never happen to a mortal man.

With this matter and mode of study, Sturm suggests, "These three years' space may both make our speech beautiful and furnish us with wisdom and knowledge of divers things."

T. BLUNDEVILLE (*Translator*).

T. Blundeville translated from the Italian of Alfonso d'Ulloa the following work, written originally in Spanish by Federigo Furio:

A very briefe and profitable Treatise declaring howe many Counsellis and what maner of Counsellors a Prince that will governe well ought to have [Translated by T. B. from the Italian version of A. d'Ulloa]. Lond. 1570. 8°.

The qualities of the minde requisite in anye counseler in generall, are in number as mine Author sayth XV. that is—

1. To be wise.
2. To be eloquent.
3. To speake dyvers languages.
4. To be a good Hystoriographer.
5. To be a good Morall Philosopher.
6. To be politique.
7. To be a traveler.
8. To knowe the force as well of hys Prince, as of his enymies and neyghbours.
9. To love hys common wealth, and to preferre the profite, and honor thereof before his owne gain & estimation.
10. To have a right judgement in all things without partialitie, esteeming honesty and truthe more than friende or kinsman, and to be no maintainer of any sect or faction, which be perillous members in anye common wealth.
11. To be just in correcting the evill without rygour, and in rewarding the good according to their due desertes.
12. To be liberall.
13. To be beneficiall towards his common wealth.
14. To be affable, that is to saye, courteous and gentle, in hys speech and behaviour towards all sortes of men both poore & ryche.
15. And finally, to have a noble, stowfe, couragious, and constant minde, not fearing to lose both lyfe and goodes for the truth sake.

SIR GEOFFREY FENTON. 1539-1608.

A forme of Christian pollicie gathered out of French by Geffray Fenton. Lond. 1574. 4to.

I have not been able to gather the French source of the book, but it is no doubt due to John Calvin's influence, direct or indirect.

Book V treats of Education:

- Chapter i. Of the institution of youth, which is a thing profitable and necessarie in a common-weale: the prayse of free scholes: what provision ought to be made to builde and endue them.
- Chapter ii. What Principall and Regents ought to be called to institute a Colledge: it is requisite they be learned and of good life: instructions who they ought to be by many comparisons.
- Chapter iii. A continuance of the discourse of Colledges by other comparisons.
- Chapter iiiii. Wisdome, science, vertue, diligence, and fervent zeale with love to their Disciples, are very necessarie for Schoolemaisters.
- Chapter v. Instructions to know by the way of contrary oppositions, by the comparisons of the other Chapters, the miseries which happen to the world by reason of leude schole Masters.
- Chapter vi. Amplifications of the sayd comparisons touching wicked Masters: with aunswere to the objections made to reject Doctrine: prayse of Science: evils of ignorance, and lewde education.
- Chapter vii. Continuance of the said Comparisons.
- Chapter viii. Masters ought to instruct their disciples whome they receive into commons touching the body with the same labour wherewith they institute their mindes; prayses of Science.
- Chapter ix. A continuance of the praise of science: exhortation too builde Colledges in Townes.
- Chapter x. Examples of commodities which Science bringeth to the learned: with a brieife enumeration of the profites which happen to the world by men of knowledge.
- Chapter xi. It is necessary for many reasons that all schollers remaine in one colledge.
- Chapter xii. In a Colledge or Schoole, there ought to bee statutes authorised by the Universities: the dutie of Governours and townesmen to the Principalles and Regentes: the office of maisters to their Disciples, and—of the schollers to their maisters.
- Chapter xiii. Refutation of the false judgements of some proude worldlings touching the profession of schoolemasters: with a praise of that profession.
- Chapter xiiii. An exhortation to young Children to studie.

In one of the chapters of Book VI Fenton discusses the office of fathers and mothers toward their children and the duty of children to their parents, and in a further chapter he treats directly on the education of young children. They must be "first entered in the knowledge of God and elementary grounds of faith and the commandments, sacraments, and principal points of salvation," and for this wise masters must be chosen; but for the rest it is folly to attempt to change "their vocation, natural or rather divine," and some "peculiar trade" may be more to their "proper profit" than study. Amongst the philosophers "it was an opinion to do nothing against nature;" but in no case ought a parent to discourage or despair the lively will and spirit of a young child "taking pleasure to study."

As for maids, they should be kept under close supervision and stern subjection. Due occupation should be provided for poor men's maid children, to draw their minds from foolish and vain thoughts; for the rich "science and labor" are necessary. "There are six things to keep maids from corruption: Doctrine, shame, fear, subjection, sobriety, and perpetual travell" (*i. e.*, work).

Sir Geoffrey Fenton was the translator of certain epistles, as follows: *Golden Epistles, gathered as well out of the Remynder of Guevarae's workes as other authours, Latine, Frenche, and Italian*, 1575.

Edward Hellowes had translated *Familiar Epistles of Sir Anthonie of Guenara*, 1574, 1577, 1584.

Fenton's best-known translation is the *Certaine Tragicall Discourses written out of French and Latin* (*i. e.*, the tales of Bandetto), which have recently appeared in the series of Tudor Translations of Mr. David Nutt. They illustrate the reading of a Tudor gentleman.

EDWARD HAKE.

A Touchstone for this time present, exprestly declaring such ruines, enormities, and abuses as trouble the Church of God and our Christian commonwealth at this daye. Whereunto is annexed a perfect rule to be observed of all Parents and Scholemaisters, in the trayning of their Schollers and Children in learning. Newly set forth by E. H. Imprinted at London by Thomas Hacket, and are to be solde at his Shop at the greene Dragon in the Royall Exchange. (1574.) 12mo.

From the epistle dedicatory to Master Edward Godfrey, merchant, E. H. is seen to be Edward Hake. Very little is known of Hake. He appears to have been a lawyer. In 1576 he was recorder of Windsor, 1578 a bailiff, and 1588-9 was member of Parliament for Windsor. (Mr. A. H. Bullen, in Dictionary of National Biography.)

He wrote the following works:

1. News out of Paules Churchyard, 1579. Reprinted in 1872 by Mr. Charles Edmonds in the "Isham Reprints."
2. A Translation of Thomas à Kempis' Imitation of Christ, "amended and polished by Sebastianus Castil."

And other small works.

Hake's view of the condition of the clergy.

Would God (I say) that the holy house were not pestered at this day with such hypocrites and damnable sort of lurkish, loitering lubbers, who (notwithstanding their great blockishness their palpable ignorance and extreme want of learning) do keep within their claims(?) the livelihood of true pastors and painful labourers.

Hake is an emphatic pessimist, as the following passage will serve to show:

Religious pathology.

All have heard, all have seen, yea and all have felt as well salvation proffered, as plague for sin threatened. Ignorance may not be pleaded, neither is there at all any excuse to be received. But alas, of so much seed, what is the fruit? Of so much travail, what is the gain? Even this forthwith to be reaped: Stubble for the fire, and horrible sins for the scorching flames of hell: And for this cause, came light into the world, that man seeing should not believe: and not believing should be damned.

The natural history of the age.

From our very cradles we are nourished in sin, we are practised in our infancy and made perfect in our childhood. In man's age we are very sin itself, in middle age monsters, and in old age, devils. O terror, O horror, O rusty beaten Age! Oh age wherein iniquity is so much and so mightily prevaieth, and wherein Belzebub so greatly beareth rule. What should I say of us but even this? Sin, receive thy guerdon. Man, receive thy doom. Thy doom (I say) to be burned in the glowing gulf of perpetual damnation.

The full force of Hake's morbidity is only realized when it is remembered that his age was the age of the defeat of the Spanish Armada. It seemed necessary to give the above passages that the reader may the better judge of his estimate of current education, and also judge of the difficulties of educators to undo so much of the tendency to the thought of hopelessness of progress induced by such writers as Hake.

The education of girls.

This passage^a receives extrinsic importance through the rarity of references to the education of girls in early times.

^aPart of which is quoted by Warton, History of English Poetry, ed. Hazlitt, vol. iv, p. 305, and by Vicesimus Knox in Liberal Education, p. 297.

If I should speak of the education of daughters * * * the very Pagans, Infidels and Turks would stand up against us. I cannot tell whether through sorrow, I should cry out and bewail them, or for shame commit them to silence: so immoderate in apparel, so lascivious in talk, so bold in behaviour, and so unseemly in gesture is the universal estate, almost as well of wives as of damosels. And that which most of all should be regarded, I mean the provident care of parents over their daughters in their young and tender years: that is altogether neglected and set aside. No sooner is the daughter of age of understanding but she straightway and therewithal learneth the high path to whoredom, and the principles of vanity and lewdness. Either she is altogether kept from exercises of good learning, and knowledge of good letters, or else she is so nouseled in amorous books, vain stories and fond trifling fancies, that she smelleth of naughtiness even all her life after, as a vessel which being over seasoned doth never forego the scent of the first liquor.

Such words Hake dares to use in the days of Queen Elizabeth. What vestige of truth there is in the account is a matter of great difficulty to investigate. But there are indications sufficient to show that Hake's generalizing is quite unwarranted. Yet in another passage he says:

But even as I do see very few, and almost none at all in this our extreme and too impious time anything desirous to attain either unto virtue or learning: so that some small number which have any knowledge at all, do so greatly abuse it, that much better were it they should unlearn that again which they have already learned than miserably to abuse it as they do.

Trades and occupations for girls.

I would to God that maids at the least wise might be brought up, if not in learning, yet in honest trades and occupations as amongst the very infidels hath been used, accustomed, and most carefully observed.

Aim of parents in bringing up girls.

It is to be lamented (as a case too grievous) such parents as do bring up their daughters in learning, do it to none other end, but to make them companions of carpet knights, and gliglots for amorous lovers.

The cost of daughters' apparel.

I am ashamed, and do tremble to utter—of a truth, the substance which is consumed in two years space upon the apparel of one mean gentleman's daughter, or upon the daughter or wife of one citizen, would be sufficient to find a poor student in the University, by the space of four or five years at the least. Mine eyes have seen the experience, and with sorrow have I found out the truth thereof.

To make the measure of his pessimism complete, Hake next attacks the sons.

Small hope, also, for sons.

But even as the lives of parents and elders are, so is the bringing up of children and younglings; not only of daughters, which I have before touched, but also of sons, of whose education in learning I have somewhat written, though briefly in a few quires hereunto annexed. As into whose education in life and manners, I am much loath to descend, the field being so large, and the hope of amendment so small. Omitting therefore the first ill, handling of them in their infancy, the other great neishness and delicacy that by parents is infused into their little sons, even in those years when as they should chiefly be framed unto such constitution of body as the importance of study doth look for and require, and as through want whereof, they become unfit in after age both for learning and all other good exercises tending to the succour of a common wealth, as falling through their said ill-education into feminine delights and vain curiosities, I come only to that looseness of manners whereunto they are haled and set at liberty, at such time as their frail youth ought chiefly and carefully to be held in restraint, namely and universally, the contempt of superiors and government; whereunto they are directly procured or rather enforced by two spurs of wicked provocation ministered unto them by the mean vanity of parents; I mean through excess in their apparel and liberty in their speech; whereof dispositions of their sons never so temperately set, That one vanity were of itself able violently to withdraw them from virtuous delights and forwardness to learning, unto a very sea of fantasies and wicked behaviours.

The compendious form of education for this time present annexed to the Touchstone is a translation of the Latin tractate. It is in verse, and the following passages will illustrate its style and matter:

Learning better than toys for the very young.

Nay, what will children sooner do
Which once have power to cheat
Whenas they see no remedy
Than still to think on that?
How much more profitable is't
That that same age should be
Stirred up with learning than with toys
So mean have his degree?

Fond parents overfeed their children.

They bring their infants unto feasts
Of strange and divers food;
In banquets that till midnight last.

Parents indiscreetly dress up their children.

They pinch and crook their bodies in,
The little corpse they strain
With garments far unmeet such age,
And to be thought as vain.
They cock them up with coats of pride
They use them for their squires.
They make them cockneys in their kind
And apes in their attires.

Instead of setting them to school, the fathers listen to their friends who presage careers for them. "This child will prove well learned," says one. The father at once declares, "I will procure some prebend or provostship for him." Another says, "This child will make a man; see how his limbs be pight." The father says, "He shall be a courtly knight." But if anyone says the child ought to be trained in learning, the parents reply, "He is too young." The mother particularly insists that the child "hath how to live" (i. e., a competency).

He shall (I trust) a living get
Although he never give
Himself unto such needless toil
And travail at his book.

The poet's answer to the mother.

And hath he so in deed, good wife?
What shall he have such stay?
So much the more he learning need'th,
To shield him from decay.
The larger that the ship is fram'd,
And freighted up with wares,
So much the more undoubtedly
Should be the shipman's cares.
Yea, and so much more it need'th,
A steersman's having skill,
Through want of whom the freighted ship,
F'al'th into danger still.

Public schools or no schools.

All men may plainly see
That many sooner are reformed
-Med by the fear of one,
Than one instructed perfectly,
By onely one alone.
Wherefore I think there either ought
To be no school at all,
Or else that that same school should be
A school in general.

The poem is a dialogue, in which Philopas asks questions and Chrysippus answers them. Here only the substance of the answers is given in the passages quoted.

A child should not have many teachers.

The country Caria was destroyed ^a
 In such a case as this.
 So many men, so many wits,
 Young infants are dismayed
 When that the thing they learn today
 Tomorrow are unsaid.

The first condition of learning.

The first degree to learning is
 The Schoolmaister to love:
 Whereby it comes to pass in time,
 As skilful teachers prove,
 That little child which loved first
 His book for maister's sake,
 In time through love to learning doth,
 Like love to maister take.
 For as those gifts are loved most,
 Which come from those we love.
 So babes that know not why to love
 For maister's cause do love,
 Isocrates hath rightly said,
 That he doth learn most,
 That hath the most desire to learn,
 And thinks no labour lost.
 And as to learn, we learn best
 Of those we best do love:
 So love to maister is the cause,
 That love to book doth move,
 For parents even themselves cannot
 Prevail if they shall use
 To break them all by fear and force
 And gentle means refuse.

Unqualified schoolmasters and careless parents.

How ill therefore do they foresee,
 The safety of their child,
 The beautifying of his brains
 With skill and manners mild
 That turn him in his tender age,
 To ghastly mazing school
 Where thronéd sits a maister strange
 Blunt, rude, and half a fool
 Oft-times infected with disease,
 Inveterate and old:
 Which makes the wayward testy fool
 With little lambs to scold.
 And surely, we do see there can
 Be none so abject fools
 So base and void of sense, but now,
 Men use them for their schools.

A man would say it were no school
 But slaughter-house indeed.

^a Multitudo imperatorum Cariam perdidit.

What the teacher should do.

Let's watchful be t'instruct them well,
 No labour let us spare,
 To teach and train them up to good,
 Let that be all our care
 Sometimes to read, and of things read
 Again for to require
 A just account: lo, these be thumps
 That tender wits desire.

What the teacher should say.

This man (say thou) through learning skill
 Is come to high degree:
 This man to wealth by learning, this
 To power and dignity.
 But this again, through ill-desert
 Through want of learning's lore,
 Reproach, contempt and poverty
 Hath gained himself therefore.

What is to be done with the obstinate?

But some perhaps will say to me,
 What shall be done with those
 Whom we to study cannot frame,
 Except it be with blows?
 To such I answer in this wise:
 What would you seem to do
 To asses or to oxen, if
 They come the school into?
 What? would you not soon drive them forth
 Into the country soil,
 The one to the mill, the other with
 The Plough and Cart to toil?
 And certainly, no less are men
 Unto the Plough staff born
 Than is the ox: no less to the mill
 Than the ass with labour worn.

Philopas says, "Yes, then the schoolmaster loses his scholars and his fees." Chrysippus says the worthy schoolmaster will let them go. If the schoolmaster is good, then the civil and ecclesiastical magistrates should look after him. But how rare to find the "right wise man indeed" as a teacher.

The training of the schoolmaster.

The Magistrates should see:
 That as the Soldier trained is,
 And fitted for the field,
 As singing men are taught to tune
 The countervorse they yield:
 So much more should they see that man
 Be taught, much more be trained
 That to the worthy teaching trade
 Hath any way attained.

The writer then cites the instances of Vespasian, Plinius, and Nepos, as aiding learned men, and urges that teaching must be kept up by the "public care."

The schoolmaster's method.

The schoolmaster you see
 To win the child, should seem a child
 And child again should be.

To teach to speak and eat and walk, imitation is brought into play.

The school subjects of teaching.

Love unto the Latin tongue
In childhood first should grow.

Whereto (as hath been said before)
The fables do invite,
With moral saws in covert tales:
Whereto agreeth right
Fine Comedies with pleasure sauce'd
Which (as it were by play)
Do teach unto philosophy
A perfect ready way;
Then sentences and proverbs choose
And apophthegms of men,
Wherein great wisdom rests, wherein
Great learning aye hath been.
Which fables and which comedies
They better far shall learn,
If once they know the arguments,
And some thereof discern.

Verbal and real knowledge.

The names of Trees, of plants also
And names of monsters strange,
With natures of them finely taught,
Doth cause their minds to range,
To seek abroad for farther sight
With longing minds to know
Where this beast lives, where that bird breeds,
Where this strange tree doth grow.

This, above all:

That whatsoever pleasant is,
What thing so ever eke
Is easy to be understood,
That children best do like,
For surely as it is absurd
To look for grapes in spring,
In harvest also to look for Rose
Or such like blooming thing:
So Schoolmasters must well adapt
Such things as they shall teach,
Unto their child's capacity * * *

Children must not be taught the "wantonnesses" of the poets, but be given "good stories" from the Bible and Quintus Curtius, and led on to write accounts of them by rewards.

Remember of children:

What they cannot learn at first,
That learn they at length:
Though strength they have not as an ox
Yet as an ant they have.

Hence people are wrong who say, Don't teach a child before 5 years old; there is no profit in it. But the writer says, Shall we delay—

Whenas there's nothing half so rich
As Time is, nor half so good
As learning is.

Examples of great men: Ovid, Lucan, Ursinus, Alexander the Great, all were taught with the highest profit when young.

Teach early, but teach well. (The Epilogue.)

Consider well, what portion and
 What dear possession eke
 A son is: and how flittingly
 Man's mind doth knowledge seek.
 How weighty education is,
 What ableness is found
 In tender child's capacity
 What quickness doth abound.

If children are only sent to learned men—

And unto such as gentle are,
 Which teach them all by play:
 Things easy first, and harder things
 When harder things they may.

The remarkable metrical composition is in substance translated (see Mr. A. H. Bullen's account of Hake in the Dictionary of National Biography) from a Latin tract, "*De pueris statim ac liberaliter instituendis*." Warton, in his *History of English Poetry* (ed. Hazlitt, vol. iv, p. 204), says:

In the dedication to Maister John Harlowe his approved friend, he [Hake] calls himself an "Attorney in the Common Pleas," observing at the same time, that the name of an Attorney in the Common Pleas is nowadays grown into contempt. He adds another circumstance of his life, that he was educated under John Hopkins, whom I suppose to be the translator of the Psalms, "You being trained up together with me your poor schoolfellow with the instructions of that learned and exquisite teacher, Maister John Hopkins, that worthy schoolmaister, nay rather that most worthy parent unto all children committed to his charge of education. Of whose memory, if I should in such an opportunity as this, be forgetful, etc."

I regret that I can not give the passage in full, but Warton stops short at this point, and the dedication and early pages of the tract are missing from the British Museum copy. The reading of the passages quoted carries with it the confirmation that the John Hopkins referred to is the translator of the Psalms.

CHAPTER VII.

THE PUBLIC SCHOOL SYSTEMS OF THE UNITED STATES.

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The public school systems of the United States present a scheme of education not national, but, by an interesting history and experience, so nearly unified as to be not improperly designated a "national school system." The sovereignty of each State of the United States and its relation to the National Government virtually prohibit the interference in or direction of such conduct of public schools as may be prescribed and executed by each individual State. One finds, whether he look to Massachusetts or Missouri or California, State public school plans modified one from the other by changes of environment, by geographical and industrial conditions, and more especially by circumstances attending the admission of the State into the National Federation. Throughout the entire Union, in the forty-five States is found provision for the education of the children at the expense of the public purse. The property of the State is taxed for the education of the children of the State. Whether this school attendance is compulsory or voluntary, and to what extent free text-books and other instruments are provided, depend upon the legislation of the State. However, certain general methods of management obtain in all, modified only by the above-named conditions. The conduct of city schools of municipalities of 10,000 people or more is quite similar, whether East or West, North or South. The controlling power of the schools consists of a public corporation, its composition varied in size and sex, though not many women in the country have been placed upon school boards. The members of this corporation board are variously determined, sometimes by election by the people; sometimes by appointment of a court of justice; sometimes by appointment by the mayor or other officer. Usually the board is scarcely limited in power except by the statute under which it exists. In a few cities the municipal government controls the expenditure of money—that is, the appropriation of money to the school board must have the approval of the municipal government. Usually, especially in the newer parts of the country, the school board is absolute, not only in the expenditure, but also in the power to levy a tax on the property of the city, limited only by the constitution of the State. This board organizes the schools of the city, usually by the selection of one executive officer, commonly termed the superintendent of schools, and by the erection and conduct of as many schools as are necessary for the accommodation of the children of the city between the ages of 6 and 14; in some cities 6 and 21. In a few States provision is made for the kindergarten system, providing for the education at public expense of children under 6:

The school buildings in the large cities are of various sizes, sometimes accommodating 2,000 and even 3,000 pupils: in the smaller cities, one or two room houses are found. The medium-sized city of the country has for its typical schoolhouse a building of 12 or 15 rooms, which means schoolrooms from about 28 to 32 feet square, each seating 50 pupils, with 1 teacher, and a principal or master of the building, who has charge of the whole school.

The course of study provided includes all the elementary branches, from a first reading book and primary arithmetic to the completion of the arithmetic, English grammar, United States history, and during later years much hand and tool work, for which shops are provided in some one of the rooms.

For convenience and corresponding efficiency in work, although rigid adherence is not always found, eight years are commonly set apart for elementary education and for the course of study in the typical city school, and for further convenience the work of each year, set aside by itself, is called a class or grade, thus making eight grades in the elementary schools, the 6-year-olds being called the "first grade" and the 14-year-olds the "eighth grade." In well-conducted schools the limitations upon promotion are few; the brightest pupils find it easy and possible to complete the eight years' work in seven and frequently in six years.

Beyond the elementary schools, at the time corresponding to the period between the fourteenth and eighteenth birthdays, high schools are provided. The term "high school" is quite indefinite, and the courses of study provided in the high schools, while they are similar in a general way, yet are varied in detail and frequently in sequence of studies. The adjustments and appointments of the high school are necessarily different from those of the lower grades; more complete apparatus and quite well-appointed laboratories, for instruction in physics, in chemistry, and in biology, in fact, in all natural sciences, are provided. The instruction demanded in the high school requires a different assignment of teachers from that in the graded school. A great change with the pupils takes place at this period of public school life. Up to the fourteenth year they are gathered in groups of between 30 and 50 pupils in daily and constant association with one teacher, who conducts all the studies and respectively covers the entire ground for which provision is made by the course of study. When the pupil leaves the graded school and enters the high school he becomes associated with many teachers daily; specialists are necessary in language and history and science; the pupil or teacher passes from room to room, and if the school is of sufficient size, numbering several hundred, the pupil daily is in the company of no one teacher to exceed one recitation period of from forty to sixty minutes.

This wrench of school habits, occurring at the time of life when the young people are changing most, is a source of some embarrassment. The pupil no longer has one teacher in whom to confide and to whom to go for direction and assistance. The intimate ties between teacher and pupil are broken, so that the boy or girl finds that the personal equation of previous life has been materially changed. It would be better for the training of character and disposition if this change could be postponed until entrance to college, when the student is more mature; but competent instruction can not otherwise be given covering so large a field as does the course of study in the high school.

The high school, or secondary, education, as it is termed—synonymous terms—to distinguish it from elementary education on the one side and college education on the other, is generally well equipped. Frequently large and complete reference libraries are at hand for the use of the student. Specialists in the several branches are employed who devote their time exclusively to the work in hand. Examinations occur from time to time to test the scholarship of the pupil, the results of which determine largely the advancement or promotion of the individual. The expense of educating the pupil in the high school is two and sometimes three times as much as in the elementary school. Perhaps a fair statement of the expense of the education would be \$25 per capita in the elementary schools and \$50 in the secondary schools.

Both sexes attend the usual high school, although in some of the older cities will be found separate high schools for boys and for girls. Coeducation, which is looked upon by our European friends with so much dread, seems to have been

productive of good results in America. There is, however, a respectable minority in the nation, which it is believed is increasing, tending toward the separation of the sexes during and after the high school periods.

The industrial, commercial, and professional interests of men, relating especially to the training of the money-making ability, permit and cause secondary schools to enroll more girls than boys. In the common American city it will be found that the enrollment of girls stands to that of the boys as about 3 to 2. While many of the sisters are so situated that they are able to remain in school during their early teens, the demands of the homes of the common people compel the brothers to leave school in order to increase the financial income of the household.

The course of study in the secondary schools is identical for the sexes, but latitude is given in the election of studies. Equivalents are substituted and accepted, so that at the end of the four years, when the young person has completed the prescribed course of study, it does not follow that each has pursued the same line of training. Mathematics frequently is dropped by the girls before the end of the course, and literature or history or language substituted. Three distinct and positive lines of training, however, are demanded, namely: Mathematics, science, and language. These three lines in some form will be found, continuing from the first to the fourth year. Some modification in the secondary school course is necessary on account of the career planned by the home for the young person. Training in Latin, Greek, and mathematics is required for the boy or girl who looks forward to the college beyond, while practical commercial and business branches are more sought by that larger class with whom the high school course terminates school life. It is noticeable how little one high school in the country differs from another in the amount and kind of acquisition demanded—more remarkable when it is remembered that each of the States and even each of the cities is permitted to make its own adjustments with regard to the course of study.

Many beautiful and expensive houses have been erected during the last twenty years devoted exclusively to secondary instruction. Some of them are noticeable in architectural design and construction, and so admirably adapted to hygienic conditions as to attract the attention of the civilized world with their completeness and the wonder and admiration of most people at the willingness of the community to make such vast expenditure for the education of the young.

Secondary education includes the teaching always of the Latin, Greek, French, and German languages. To these, in communities connected commercially or geographically with Spanish-speaking people, is added the Spanish language. French and German are the chief modern languages taught.

In all first-class schools, both elementary and secondary, attention is given to physical training. In the largest and best-equipped schools skillful and professional drill is required, and the health of the young people receives high consideration. Frequently well-equipped gymnasiums will be found in the buildings, where classes under competent instructors are trained in gymnastics. This part of public school education is increasing in importance and attendance from year to year.

The hours in the elementary schools range from five to six daily—three hours in the morning, from 9 to 12, and two hours in the afternoon, after a noon interval of from one to two hours for luncheon. Secondary school hours, although about the same in duration, are bunched into one session, with a short interval at noon for luncheon. This plan does not meet with the approval of the medical profession, because a long noon rest is deemed desirable, but it is forced upon many communities because one high school only in quite a large city is sufficient to accommodate the pupils, even though some homes are 1 or 2 or even 3 miles away.

The enrollment in the high schools of a few cities is 3 per cent of the enrollment

in the elementary schools, while others can be found where 12 per cent of the enrollment of the elementary schools is equal to the enrollment of the high school. Throughout the country will be found secondary schools where the enrollment ranges between 3 and 12 per cent of that of the elementary schools. The history of a community, the industries, the commercial and agricultural interests, and the antecedents of the people are some of the factors that cause this noticeable modification in the attendance at secondary schools.

The schoolhouses in the United States that have been erected within the last ten years are superior in hygienic appointments, fan ventilation being the rule. Closets and conveniences are of quite complete character, but the schoolhouses have not yet generally reached in their construction measures of safety from fire that obtain in European houses. Many wooden staircases are found instead of stone and iron, yet disasters from fire have been of very rare occurrence.

School furniture—that is, seats for the children—has received special notice and attention. The “adjustable boy,” spoken of by a Massachusetts superintendent, in the minds of some specialists in hygiene seems to have passed off the stage of action, and one great city has spent hundreds of thousands of dollars in an adjustable seat—a seat so constructed that the seat and desk can be raised or lowered, according to the physical form of the pupil. A few cases are recorded of spinal curvature and other malformations of boys and girls, said to be caused by badly constructed sittings in school. Like many other improvements in the school world, the efficiency of a seat perfectly adjusted to the child is conceded. The practice, however, so far has not seemed to justify the position of the extremist, who insists that every seat shall be accurately adjusted to the form of the individual, who at most occupies it not to exceed four hours a day, five days in a week, and two hundred days in the year. A large elementary school containing 500 pupils probably should have 10 per cent of its sittings capable of readjustment on account of abnormal physical forms. Ninety per cent of the young people can be accommodated safely and healthfully in an ordinary seat.

The typical American child who enters school at 6 completes the elementary grades in eight years, at which time he is 14 years old. Continuing his course in the free schools through the secondary course of four years he has arrived at the age of 18, and is now ready to pursue his studies in higher institutions, or in the great majority of cases to enter the active world for life's duties. Many of the States provide for free instruction beyond the eighteenth year; college and university are maintained by taxation, to which institutions those who have completed the high school course are admitted, usually without examination, and are permitted to remain to the end of the university course, when they receive college degrees with their diplomas. Thus it will be seen that the American free school institution provides in some States for the education of the child from the time he is 3 years old in the kindergarten, from 6 to 14 in the elementary schools, from 14 to 18 in the secondary schools, and from 18 on indefinitely, usually for four years more, in the college and university, all without expense to the private treasury of the home, except such expenses as food and clothing and medical attendance.

In addition to this free contribution to the training of American children, many communities and States provide for free books, a custom that seems to be on the increase. A conservative opinion is expressed that where the home is put to no expense whatever for books, paper, pencils, and in some cases luncheon, as well as instruction, the ultimate effect of such paternalism on the part of the government will tend to make a weaker and more unreliant people. This, however, evidently is not the general opinion of the country to-day. The extreme conservator insists that there is no proper stopping place; that with every instrumentality furnished at public expense, including food, the same reasoning will ask for clothing, umbrellas, nurses, and medical attendance.

An innovation not yet 10 years old, especially in the rural communities, is attracting attention on account of its efficiency and economy. The transportation of pupils from home to school has become a salient feature in the conduct of the rural schools of several States. A group of children, not exceeding 30 in number, in previous years have been furnished with a little schoolhouse, in which school, conducted most of the year, were found pupils of all ages from 6 to 21 and one teacher trying to cover all the ground. It is demonstrated now that in place of little one-room schoolhouses, several miles apart, one commodious and complete building can be erected, where classification can be made close and a complete institution established. Omnibuses or carriages contrived for the purpose transfer the children from their homes to school and return daily; all this at less expense than the original cost of the one-room school and to the advantage of more ability, better instruction, and more comfortable schoolhouses. In the suburbs of large cities this custom is obtaining, and to a very great extent in the rural and agricultural districts of our great western farming communities. The salary of the teacher added to the cost of maintenance of the small school exceeds the cost of transportation to a central school. Homes situated 4 miles from the schoolhouse are accommodated at a decreased expense, increased efficiency, and better schooling for the young members of the family. The reports of the State superintendents of Ohio, Wisconsin, and Iowa, among others, contain helpful information on rural transportation.

The public school efficiency of the United States is gaining strength year by year. Its weaknesses have grown from lack of intelligent organization as well as from too many independent corporations. The uncertain tenure of school-teachers and the lack of men teachers are two sources of weakness. The average term of service of a woman school-teacher in the country perhaps does not exceed four years, and yet the women are three-fourths of the teachers in the elementary schools. The average teaching life of a man is much longer, but that has been much hindered and hampered, and is yet, by the frequent and harmful changes in position. A small American city outside of the old States regards the school as the important institution of the village, but very rarely does one schoolmaster remain for any reasonable number of years. This results from one of the strong points of our Government, but which in the matter of schools is a weakness. Schoolmasters' positions are often assigned for other than proper reasons. The number of men teachers is increasing. Never before in the history of the country were so many brilliant young men and middle-aged men in the ranks of the profession as are found to-day. The brightest and best intellects of the country, that hitherto have chosen the law or the ministry or medicine for their life work, are turning their attention to the schoolmaster's life. This has come about measurably on account of increasing confidence in tenure of position. One has the right to expect in the next generation that schoolmasters will be as permanently fixed in Ohio and west of Ohio as they have been for two centuries in some parts of Europe.

Again, educational enterprises have been hampered and will be for some time to come by well-intended but ill-advised legislation. The typical American legislature, made up as it is of representatives from every part of a given State, with grievances confined to a definite neighborhood, too often succeeds in causing a law to be enacted concerning the management and control of schools which, while it remedies an evil in one small neighborhood, creates greater evils throughout the State. In educational as in other legislation it is quite too easy in our country to make laws, and the harm is often greater in the educational than in the commercial, industrial, or professional field.

The Bureau of Education, established and maintained by the National Government in Washington, has for its purpose the collection and publication annually of such statistics and facts as show the condition and progress of education in the

several States and Territories from year to year, and the diffusion of such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country. It also has charge of the education of children in Alaska and the administration of the endowment fund for the support of colleges for the advancement of agricultural and mechanic arts.

The most powerful and influential body in the educational field is known as the National Educational Association, a volunteer society maintained at the expense of the individual members. The meetings are held one each year, in different cities, so that in the course of ten years the association is in session in each part of the country. They occur in summer time, when the schools are not in session, thereby permitting the teachers generally to attend. It has grown steadily from its inception in 1857; the last fifteen years have seen the greatest increase. More than 35,000 teachers, men and women, attended the meeting of 1903, which was held in Boston.

Each member of the association pays \$2 annually for membership and receives in return not only the advantage of listening to the papers and essays at the meeting, which continues from three to five days, but also a printed copy of the annual report. This report, averaging about 800 pages a volume, forms, in connection with the report of the Bureau of Education, a complete reference library on education.

All papers presented at the meetings and most of the discussions are reproduced in the annual report of the National Educational Association. A library equipped with the two reports to which reference has been made is ample for the administrative use of any and all school-teachers.

The association is incorporated under the provisions of the act of general incorporation of the District of Columbia. Its avowed purpose is to elevate the character and advance the views of the profession of teaching and to promote the cause of education in the United States.

While the meetings are general in character during part of the week of the meeting, for more direct work there are 18 separate departments, in each of which will be found papers and discussions pertaining to that line of work indicated by the name of the department.

These departments are styled:

1. Superintendence.
2. Normal schools.
3. Elementary education.
4. Higher education.
5. Manual training.
6. Art education.
7. Kindergarten education.
8. Music education.
9. Secondary education.
10. Business education.
11. Child study.
12. Physical education.
13. Natural science education.
14. School administration.
15. Library administration.
16. Special education.
17. Indian education.
18. National council of education.

The association has accumulated a fund amounting to \$150,000, which has been made up from the surplus of the dues at \$2 per capita that has not been expended

in the publishing of the report and in the maintenance of a permanent secretary's office.

The policy of the association has been to maintain this fund unimpaired, investing it in such a way as to receive annually a goodly amount of interest. The interest is used in original educational investigations by committees appointed from year to year. For instance, some years ago the rural school problem was under earnest consideration in the association, which appointed a committee to investigate and report upon the rural schools and to suggest methods of improvement. This committee of eminent schoolmasters and superintendents, after careful consideration, prepared a report which after publication was the instrument of making a marvelous improvement in the efficiency of the rural schools of the country.

Other means of investigation are annually in the hands of the committees of the association, and the teachers of the country are contributing the money for the expenses of these special organizations.

In 1898 the art department of the association appointed a committee of ten on elementary art education. The report of that committee was made in 1902 and appears in distinct form in the report for that year. Reference to this report of the committee of ten is made to illustrate what is doing by the National Educational Association in original investigation and suggestion.

In addition to the support of kindergartens, elementary schools, secondary schools, colleges, and universities, many of the States expend large amounts upon normal schools. These institutions are maintained and supported by annual appropriations from the respective State legislatures. In some of the Western States one normal school exists, while in many the number is five and even seven, located in various parts of the State.

The purpose of the normal school is to prepare young people for teaching. The short duration of the term of service of the school-teacher in the United States makes frequent and vigorous recruiting necessary.

Many thousand young men and women, especially the latter, after attending a normal school for three years, are provided with the training which will enable them to be more efficient in the schools to which they go. And yet the accommodation for normal school students in this country is very limited compared to the number of teachers required. The education covered in the average normal school corresponds well to that of the secondary school, with the increased task of professional work. Pedagogical departments are also established in connection with many of the colleges and universities.

While the professional teacher as yet receives not enough training in the normal schools, it is expected throughout the land that a person who has a normal school training starts on his teaching career with more ability than any other person.

In the best elementary schools in the United States will be found not only the ordinary branches of the old-time curriculum, but also provision and opportunity for manual work and training. Well-equipped shops for working in wood, somewhat after the pattern of the Swedish sloyd, are established and provided with competent teachers. The woodwork in shops usually commences at about the fourth grade and continues through the eighth.

Mechanical drawing is closely allied to this shop work. Not less than two hours a week is assigned for the work. While both boys and girls are frequently permitted to enter the classes, it is more usual for the boys alone to do the work, while the girls take sewing as an equivalent.

The equipment of the ordinary woodwork shops in the elementary schools costs about \$800. The classes pass to the shops once a week, remain with the teacher about two hours, when they return to their regular studies.

It is believed that many young people are encouraged to remain longer in school on account of the attraction which this sort of training has for many boys. But the main purpose is that they become interested in that kind of education which the world has learned to know is quite as efficient in skillful training and more helpful than one confined entirely, as in former times, to purely book drill. So important and satisfactory has this work become that it is made to extend through the high schools, and few high schools will be complete hereafter without manual-training attachments. The distinct manual-training school has, in addition to the work of a regular high school, two hours a day in the shops. The shops provide for many months' work in wood—including carving and turning—a few months in forging, and a year or more in the machine shop, where delicate and remarkable, frequently elaborate, pieces of workmanship are turned out by these boys, whose ages seldom exceed 18 years.

For the girls this manual-training high school affords opportunity, in addition to the laboratories, for sewing, and, in some cases, the course is complete to the extent of quite elaborate dress making and fitting and the making of all articles from textile fabrics which pertain to the domestic household.

Cooking is taught quite generally during the last year of the grammar school and in the manual-training schools. All that pertains to the culinary department of the domestic household, the purchase of all material, the study of the animals that are butchered, and the different parts and kinds of cuts. To the cooking is added, in the upper grades, work in chemistry intimately related to it; also competent instruction in hygiene, that the proper foods suited to different physical conditions may be learned.

Vocal music is taught in all American schools; sometimes poorly, frequently excellently well. It is assigned as a duty, and in many places is as compulsory and carefully taught as is arithmetic or language. The purpose of vocal music in these elementary schools is, first, the training of the voice, which is so sadly needed with American men and women; second, the ability to read simple music at sight, thereby enabling the individual to participate in all public exercises at church or elsewhere, and, more than that, teaching them to appreciate vocal music in all its shades of power and influence. It is conceded that no small part of character making depends upon the music with which the individual may have had association. Instrumental music forms no part of musical education in the United States.

Drawing has been emphasized more and more the last thirty years, so that at the present time drawing occupies more time than penmanship in most schools.

Schools at the expense of the public purse were originally maintained in New York and New England, where even to-day will be found many of the earlier schools. One should not expect in the South that maturity and completion of public schools that obtains north of Mason and Dixon's line, because forty years only has been given for that work; however, wherever a visitor may be in the country he will find, in Alabama or in Maine, the same sort and kind of school-houses and school work.

The progress made in free schools in the South since the civil war by far exceeds that ever made in an equal number of years. At the exposition at St. Louis will be found a complete, intelligent, and grand presentation of all the schools of all the States of the entire country, and this will enable the visitor to make such comparisons with the schools of other nations as shall, it is trusted, be gratifying and at the same time so instructive as to demonstrate great opportunities for future growth.

CHAPTER VIII.

THE EDUCATIONAL MOVEMENT IN THE SOUTH.

PREPARED FOR THE UNITED STATES COMMISSIONER OF EDUCATION IN THE BUREAU OF THE SOUTHERN EDUCATION BOARD, CHARLES W. DABNEY, DIRECTOR, BY WYCKLIFFE ROSE, PROFESSOR OF THE HISTORY AND PHILOSOPHY OF EDUCATION IN THE UNIVERSITY OF TENNESSEE.

CONTENTS.

- I. Genesis of the conference for education in the South.
 - 1. Immediate occasion of the conference.
 - 2. Cooperating causal forces: The new régime—The new education—Causes of retarded progress—The new generation—Material prosperity—Returning national consciousness—The dream of world leadership.
- II. Period of self-discovery.
 - 1. Development of the aims of the conference: Expansion of conception of Christian education—From the education of the negro to the education of all the people—Transfer of interest from the individual to the community—Southern education a national problem.
 - 2. Discovery of the forces which the conference was to call into its service: The forces of the public school system—Cooperation of colleges and universities—The public press—Women's organizations—Forces political and economic.
 - 3. Defining its methods of operation: Genesis of the Southern Education Board—Genesis of the General Education Board—Theory of the Southern Education Board—Work of the Southern Education Board—The bureau of investigation and information—Its purpose—Its methods.
- III. Survey of the conference as it is to-day: Its inorganic character—Membership—Its agencies—What the conference is doing for education in the South—The conference as a directive power—The summer school movement—The whole movement as a liberalizing and unifying force.

THE CONFERENCE FOR EDUCATION IN THE SOUTH, AND THE SOUTHERN AND GENERAL EDUCATION BOARDS.

The Conference for Education in the South^a has within the six years of its existence grown into an educational force of such magnitude as to command universal interest. Its first three sessions, held at Capon Springs, W. Va., can hardly be said to have attracted the attention of the public even in the South. But with its meeting in 1901 at Winston-Salem, N. C., it entered upon a career of remarkably rapid expansion, both in the scope of its endeavor and in the circle of its constituency, until now it is in the center and foreground of the whole field of educational activity in the South. It occupies a unique position as an educational

^aThis term has been used in this paper to stand not merely for the annual convention and its agencies, but also for this whole movement, finding expression in this meeting in the Southern Education Board, in the General Education Board, and in the many subordinate organizations taking part in the work of improving the schools of the South.

agency and is fraught with potencies which no one who has attended one of its recent meetings would attempt at this time to estimate. Coming as a spontaneous evolution from the rural South and at a time when all the conditions were ripe for cooperative effort, its development has been so rapid, so inevitable; it has brought to light and attracted to itself such unexpected and incalculable forces, that even those most intimately associated with the movement have found themselves borne on by its current to issues which they could not foresee.

"The originators of the conference," says President Ogden, "did not know the extent of the forces with which they were dealing nor the greatness of the power they were calling into being." If the fathers of the conference have found its development a surprise, it could not be expected that the public at large should understand it. Two years ago when it first came into public notice many thoughtful people were disposed to regard it as an innocent and ephemeral fad that would pass away with the fashions of the season. Later, when it had demonstrated its vitality, it came to be a source of grave apprehension. Any power not understood may easily assume sinister aspect. Every meeting of the conference has been the occasion of repeated explanations of its theory; it has already borne abundant fruit as result of its direct action and of the agencies which it has called into being; it has drawn to itself the sympathetic cooperation of the educational leadership of the South, both within and without the teaching profession, and yet the legitimate inquiry comes, What are the aims, what is the nature, what the probable future of the conference? To this inquiry let the conference in its genesis, its development, and its present work return its own answer.

I.—GENESIS OF THE CONFERENCE.

The Conference for Education in the South owes its origin to Rev. Edward Abbott, rector of St. James parish, Cambridge, Mass. He speaks of it as "a movement whose momentum and force I realized but little at the time," but as a movement to improve educational conditions in the South he conceived it, called it into being, and directed its early organization. The circumstances leading up to and attending the first conference can not be better given than in Dr. Abbott's own words, which we may quote from a letter dated August 31, 1903, and written in response to an inquiry concerning this matter:

I have been for many years [he says] a member of the Lake Mohonk Indian Conference, assembling annually in the autumn by the invitation of Mr. Albert K. Smiley, at his Lake Mohonk Mountain House above New York, and there enjoying his princely hospitality.

In the summer of 1897 circumstances gave me the occasion for a somewhat extended journey through the eastern Southern States. Mrs. Abbott and I visited Norfolk, Portsmouth, Raleigh, Wilmington, Charleston, Savannah, and Asheville, and crossed the mountains by way of Lenoir and Blowing Rock and Roan Mountain into Tennessee, and so on and up to Capon Springs, where we were to spend a few weeks of leisure. In the course of this journey we made many visits to schools of various grades, both for blacks and whites; saw something of the conditions of the mountain whites, and found our interest deepened in the educational and religious efforts put forth by many different organizations and institutions for the general benefit of the South. This experience, added to previous interest in the schools at Hampton, Raleigh, Cedarville, Ga., and elsewhere in the South, sensibly increased our thoughtfulness respecting the problems presented by this great field and the manner of their solution. I was especially impressed with the separateness of much of the work, the isolation of many of those engaged in it, and the opportunity and need for acquaintance, cooperation, mutual counsel, and sympathy.

It was in the course of our visit to Capon Springs, at the hotel then conducted by the late Capt. William H. Sale, that I conceived the plan of a Capon Springs conference in behalf of the cause of Christian education at the South, after the plan

of the Lake Mohonk conference of the friends of the Indian. And on the evening before our departure for the North I managed to get hold of Captain Sale and sit down with him in the quiet writing room of the hotel. I then and there told him what was in my mind; of my interest in the southern education problem; of what I had seen of poor whites and ignorant blacks, and of the need of coordinating efforts and workers; and then of Mr. Smiley and his Lake Mohonk house, and of the Indian conference there year after year and of what it had accomplished, and finally proposed to him the plan of using his Capon Springs house for a similar conference of the friends of education at the South. Captain Sale listened with great respect and courtesy to all I had to say, thanked me for the suggestion, said he would take the proposal under advisement, consult with his son-in-law, Mr. Nelson, who was engaged with him in the management of the hotel, and write me later his decision.

In the course of the autumn I duly received a letter from Captain Sale telling me that he was disposed to try the experiment of a Capon Springs conference of those interested in the cause of Christian education at the South, and designating the date the following spring when the conference might be called, but upon one condition—that I would arrange the details for the meeting. He would offer the hospitality of the hotel and extend the invitations, but I was to furnish a list of suitable persons to be invited, draw up a programme of subjects and speakers, and, in general, prepare and carry out the plan in all its details. To this end I was invited to prepare and lay before him a detailed schedule for the conference, his part of which he would undertake gladly to carry out.

This was the starting point. As nearly as I remember, I invited Bishop Dudley, of Kentucky; Doctor Frissell, of Hampton; Rev. A. B. Hunter, of St. Augustine's School, Raleigh; President Dreher, of Roanoke College, Virginia, and Rev. George Benedict, of Cedarville, Ga., all of whom I knew personally, to unite with me as a provisional committee of arrangements, and this invitation was accepted with signs of much interest. Much correspondence ensued. The brunt of the preparations devolved upon Mr. Hunter and myself, he acting from the first as a very efficient secretary. He and I met early in the new year at the Rittenhouse Hotel, in Philadelphia, and perfected the arrangements and appointments for the first conference. A list of invited guests was drawn up and submitted to Captain Sale, all of whom, with some others, were duly invited, and the programme of topics and speakers was decided upon and the proper invitations sent out to speakers. By midwinter, I think, everything was in train.

And so the first Capon Springs conference for Christian education at the South was held at Capon Springs from the 29th of June to the 3d of July, 1898. Captain Sale's hospitality was most generous and ample. A goodly company of invited guests responded to his cordial invitation. Bishop Dudley presided. Important papers were read and discussions conducted by experts in the field; and a "Message and appeal" was adopted, addressed to all concerned.

Thus was planted the seed out of which has grown the Southern Educational Conference, with its widely representative membership, its command of large resources, and its large and comprehensive grasp of a very serious and critical situation.

Cooperating causal forces.—Such is the origin of the conference as it first existed at Capon Springs, but the real origin of the conference as we know it to-day must be sought in a larger complex of forces operative in southern life and in our larger civilization. As before indicated, this movement is a natural evolution from existing conditions, and he who would understand it must keep these in mind.

The new régime.—The close of the civil war marks the end of the old régime in the South and the beginning of the new, the most thorough-going social revolution of modern times. It meant the complete upheaval of cherished traditions, the transformation of institutions and habits of life, and even of fundamental points of view, social, political, and economic.

The old hereditary aristocracy supported by slavery gives place to a political and industrial democracy. The war freed not only the black slaves but a large class of white slaves as well—slaves to an iron-clad caste system. This submerged class came with the new régime into a freer life with new aspirations, new courage, and larger opportunities. On the part of all classes the new order called for radical readjustment, for in a democracy of free individuals each must win for

himself his place, and must show himself worthy of the place by winning it anew every day. In the new South not birth but worth determines place, and the criterion of worth is social efficiency.

The new education.—It is evident that this new order called for a new definition of the individual. Freed from the old institutions which had submerged him he must be stated in terms of the new social relations; no longer limited by the boundaries of caste, he must be conceived as a factor coordinate with his fellows in the larger social life. This conception of the free individual in terms of his social function carries with it the consciousness of needed preparation for this function. The freed man must be prepared for citizenship. This free citizen is also conscious of his worth as man, conscious of the fact that he is end as well as means; that therefore he has a claim to the full, free development of his personality. This conception of citizenship and of manhood as potential in every child has given rise to the modern public school, supported by the State for the education of all the people. This institution, impossible under the old régime, has had its development since the civil war. Just as the French after the revolution conceived a system of national instruction as the essential instrument in the hands of the State for transforming crude and monarchical material into republican citizenship, so the people of the Southern States after the war turned instinctively to the public free school as the chief factor in the work of reconstruction. The progress made within the past thirty years is nothing short of the marvelous when viewed in the light of the difficulties to be overcome. The fact that some of the States, as Alabama, for example, are appropriating more than half their total revenue to educational purposes gives evidence of an abiding faith in the new education.

Causes of retarded progress.—If the progress in popular education has not been all that its champions have wished for it, if the public school in the South to-day is very far below the standard set by other sections, it is due to serious obstacles in the way. And it is the consciousness of victory over many of these difficulties that has contributed so largely to the fine enthusiasm of the present educational campaign. Of these retarding influences perhaps the most persistent, and in many respects the most difficult to meet because of the subtlety of its manifestations, is the half unconscious conservatism inherited from the old South. While conserving much of the old life that is vital as well as beautiful, and thus contributing its part to the larger life of the future, it has at the same time clung to old forms which have been outgrown and which progress demanded should be cast aside. There was the old aristocracy, for example, refusing to recognize the new individual, and clinging tenaciously to aristocratic ideals and institutions totally out of harmony with the democratic spirit of the modern world. In education this manifested itself in a vigorous opposition to the public school. Prior to the war the Southern States had no public schools for the education of all people. The education of the slave, involving obviously enough the destruction of the system, was impossible. There was no system of schools at all adequate to the education of all the white children. There were universities, academies, and private schools for the education of those who could afford it. This indifference, and even opposition to the education of the masses, was an inheritance from England. So deeply ingrained was it in the tissue of southern society that when the public school appeared as the child of the new régime it was instinctively opposed; opposed in part, perhaps, because it was a product of the new order; opposed because it was public, offering equal opportunities to the plain people; opposed because it was free. Against these odds the system of popular education has had to fight its way to recognition. And to understand the present enthusiasm of the teacher and educational leader at the South one must appreciate the loneliness of his struggle at the time when he had to fight his battle single handed and alone.

Add to this the poverty resulting from the war and reconstruction. The war

alone cost the South one-tenth of her white male population and three billions of property. Reconstruction squandered the rest; it emptied the treasuries and handicapped future generations with bonded debts amounting to more than \$300,000,000. North Carolina, for example, was left with a debt of \$35,000,000, almost a third as much as the total valuation of her property; Louisiana with a debt of \$40,000,000; Alabama with a debt of \$18,000,000, and Tennessee with one of more than \$14,000,000. Under these trying conditions the southern people began the work of rebuilding their fortunes and their institutions.

From this experience the schools suffered a double handicap, for, in addition to their inability, from extreme poverty, to give to schools the support they needed, the people had learned to "hate all taxgatherers and to distrust all schemes for the 'public welfare,' interpreting them as devices for the private gain of the schemers."^a This gave rise to constitutional limitations which are still in many parts of the South a barrier to adequate local taxation for educational purposes.

The work of building schools was further retarded by the fact that southern society is organized on the basis of the family as the unit. This type of organization, with a population essentially rural, sparsely settled over large areas of country, has made it extremely difficult to create anything approximating a public or corporate spirit and to secure the cooperation necessary for any public enterprise. If to this we add the double burden of building and maintaining separate schools for the two races living side by side, we may form some conception of the obstacles to be overcome.

Thus the educational leader at the South, with the conservatism of the old aristocracy against him, with an appalling and unjust debt hanging over his head, with extreme poverty staring him in the face at every turn, has had the herculean task of creating public spirit in a society extremely individualistic in its organization, and of inducing a stricken people, taught by harsh experience to hate all taxgatherers and promoters, to build a double system of schools, one for the education of a people but yesterday their slave. With faith and courage he wrought and awaited his time.

The new generation.—But the years have brought to the South improved conditions. The young men of the present generation are facing toward the future; and this, without destroying veneration for the past, has given a new inspiration and a larger courage for the present. These "young captains and young soldiers of industry," in the words of Doctor McKelway, "refuse no reverence for the veterans of the civil war on either side, but the men of this generation are determined to run it. The sons will preserve and will magnify the fame of their fathers, but they will not foster or fight over again their feuds. They believe in factories quite as much as in pantheons, in energy more than in inquests, and in school-houses more than in graves."

Material prosperity.—The aspirations of these young leaders are reenforced by a remarkable industrial development. Within 20 years, from 1880 to 1900, the South increased its wages paid to factory hands from \$76,000,000 to \$350,000,000; its production of pig iron from 397,000 tons to 2,500,000 tons; its output of coal from 6,000,000 tons in 1880 to 50,000,000 tons in 1900. During the same period the total output of her manufactured products was increased from \$338,791,898 in 1880 to \$1,173,422,565 in 1900. The development of textile industries within the period has been phenomenal. The number of spindles has been increased from 667,000 in 1880 to 5,000,000 in 1899. In the one year 1899 there were erected in the South 365 new cotton mills, as against 17 in the New England States.^b And

^a Dabney, "The Public School Problem in the South," Report of the Bureau of Education, 1901, vol. 1, p. 1009.

^b See Proceedings of the Fourth Conference for Education in the South, pp. 89-90.

this is but the beginning of the development of almost unlimited possibilities, of which the people of this new generation are becoming conscious. But this mere beginning of an industrial evolution has already accomplished three things for education. It has initiated an era of prosperity, which makes an adequate system of schools a thinkable possibility; the establishing of larger trade relations incident to industrial progress has tended to strengthen and expand the social consciousness, and has brought to bear upon education, as upon all social questions, a larger perspective; and, finally, it has demonstrated that the traditional curriculum, organized for the education of ministers, physicians, and lawyers, is inadequate to the demands of modern life. The effect of this whole tendency appeared in a wholesome unrest, finally issuing in the present educational renaissance.

Returning national consciousness.—With this growing consciousness of creative ability and the hope which it carries with it of economic independence, there has come to the South the desire to regain the place which it once held in the councils of the nation. During all these years of preoccupation with the rebuilding of material fortunes the memory of past leadership has lingered as a beautiful dream. With the bounding, buoyant life of this present generation, this dream has been transformed into a definite aspiration.

The dream of world leadership.—Then comes the epoch of national expansion quickening the national consciousness throughout the land. There has come to all our people in these latter days the feeling that we are climbing into world leadership. At any rate, we have assumed the position of a world power, and it is clear that our destiny is to be wrought out in cooperation with all the other modern nations. This larger aspiration, carrying its larger responsibility, has brought to the American people, South as well as North, a keener sense of the solidarity of American life, and has put the provincial thinker under the necessity of trying to interpret the life and institutions of his own community in terms of the larger movements of civilization.

Into this larger life the Conference for Education in the South of 1898 was caught up and transformed into the Conference for Education in the South as we know it to-day. Although organized by a small body of men interested primarily in the southern negro, it rapidly developed into an open forum for a frank discussion of all the problems and interests of a democratic society so far as they center in the education of the child.

Before the conference there were in the educational work all over the South men of vision and of power. These are men who, in the words of Doctor Dickerman, "with clear intelligence and unwavering purpose, have toiled while others slept, giving themselves with all their hearts to the task of thinking out these intricate mazes of popular necessity and trying every clew to a solution. They are to be found in every State and distributed in positions of educational power, clear-headed, pure-hearted scholars who find no joy so unalloyed as to serve the people among whom they live." But these men were working out their problems in lonely isolation. In the conference they found a clearing house, and the vague dreams and unexpressed aspirations of individuals have been, as by magic, transformed into a social ideal with a definite programme.

II.—PERIOD OF SELF-DISCOVERY.

The period from the first meeting of the conference at Capon Springs in 1898 to the fifth meeting at Athens, Ga., in 1902, is one of rapid expansion and of self-discovery. The men who met as the guests of Captain Sale in the first conference knew that the South contained a large colored population but yesterday freed

from servitude and by act of Congress endowed with all the prerogatives and responsibilities of citizenship; they knew that a very large proportion of these people were illiterate and that no adequate provision existed for their education; they knew that there was an alarming degree of illiteracy throughout the Southern States, and in a general way that the facilities for removing this illiteracy, white and colored, were meager enough; they felt that this situation was a matter of national concern; and, impelled by a desire for social service, they came together to see what ways and means might be devised for bringing light and life to the toiling thousands who dwell in darkness and for lifting the nation's illiterate into intelligent citizenship. But beyond this there was little that was definite, and the real work of the conference during these four years was that of (1) discovering and defining its aims, (2) discovering the forces which were to be called into the service of these ends, and (3) devising methods of operation. The history of these four years of its development, therefore, is a record of progress from relatively narrow and nebulous aims, with a general striving for social service, toward purposes larger and more definite, with a system of organized agencies for carrying on a definite scheme of activities.

1.—*Development of the aims of the conference.*

Expansion of the conception of Christian education.—The first conference was styled the Conference for Christian Education in the South. Of the 34 members enrolled 20 were ministers of the gospel. Interest was centered primarily in church schools organized and maintained for the education of the colored race. The dominating aim seemed to be to make these schools more effective in the development of Christian character. The first paper closes with a quotation from General Armstrong:

Make the schools what they should be. Teach the boy and girl, the man and woman, that American citizenship means hard work, temperance, morality, the habit of right living, and there will be no room for disappointment. The negro will justify the faith of his friends.

The second paper on "Industrial education" closes with this sentiment:

The hope of our country is in schools dominated by Christian influences. Self-government is impossible to the many if the many be ignorant, and just as impossible if the many be vicious. The heart and the conscience must be educated as well as the brain and the hand.

At the end of the third paper we find the same note:

The Christian religion has been the great mother of schools. Christ, who is the truth, has given the great stimulus to all human culture. And yet we must not forget that intellectual culture was not the primary end of His work, but only a part of it.

The Christian education in which the conference was interested was that administered by the church within a relatively narrow field. "It will be understood, of course," says Rev. D. J. Satterfield in the introduction of his paper, "that we are considering only the educational interests of the missionary work in the South." But in this same paper it is shown that there is an intimate relation between the denominational school and the public school, and that since the public schools are the only means for lifting up the masses it becomes the mission of the denominational school to cooperate in this field of educational endeavor. President Meserve, of Shaw University, Raleigh, N. C., after a similar plea for cooperation, adds that "the denominational schools ought to be allowed to devote their energies exclusively to the training of leaders for the race, and leave to the public schools the education of the rank and file."

The most significant paper of this first conference, as representing the line of advance toward the larger aim, is by Doctor Mayo, of Boston, on "The New Edu-

cation," in which he maintains that the family, the church, and the state are not separate institutions, but the same people, acting as parents, churchmen, and citizens for the complete education of the new generation of young Americans.

The American common school [says he] is founded upon and lives by the spirit of the new education, which is the last and highest response of the whole people to the absolute religion of the Great Teacher, as applied in the art of living together by 70,000,000 of our people. The American common school is founded upon the nature and possibilities of the child announced by Jesus. Its benevolent scheme of discipline is in accordance with this declaration of the law of love to God and man. In no church or family are the Christian virtues more thoroughly recognized and enforced than in the rules and regulations of a good common school. Nowhere are American children more shielded from temptation and better protected from their lower selves than in a good common school. In no body of public or professional people can be found a higher average of character, a more accurate knowledge of children, and a more devoted spirit of self-sacrifice for their good than among the 400,000 teachers of the 12,000,000 of children and youth in the common schools. While it does not assume the functions of the family and the church, its pupils and teachers live in the homes and are gathered in the churches, and are to a great extent what they are there made. In addition, the public school alone practically trains the children in the higher life of society and citizenship, where every principle of Christianity in which the life, liberty, and happiness of the whole people is involved.

Under these circumstances the old sharp distinction between the "Christian" and the "secular" education disappears. All American life is sacred, and there is no corner of it "common or unclean" to the view of the Christian citizen; and when the clergy and Christian parents realize this fact, and come forward heartily to make the school as the church and the Government what it ought to be, the old contention will disappear, and in their several relations the whole American people will "work together for good" for that "general welfare" which means the test for 70,000,000 people in God's best country in God's world.

In harmony with this larger view of Christian education, and as indicative of this expansion of the conception of its aim, the "Conference for Christian Education in the South" became in the second year of its existence "the Conference for Education in the South." At this second meeting there was a much larger percentage of business men and men representing the so-called "secular" schools. The event of the conference at this session was a survey of the educational field of the South by Dr. J. L. M. Curry. In an address of characteristic eloquence and power, with all the earnestness of his intense nature, Dr. Curry pictured the conditions of the rural South; urged the cause of the common school as the college of the people; presented the American child wherever found as the future citizen of the Republic, and on these premises made a fervent plea for universal education through the use and improvement of every educational agency from the kindergarten to the university. This address turned the tide of interest and of endeavor toward universal education through State-established, State-controlled, and State-supported schools.

In response to this larger outlook, the conference at the close of this session authorized the executive committee to appoint a field agent, who should work under the direction of Dr. Curry, and whose duty it should be to study conditions in detail and to ascertain such facts with respect to Southern education, both public and private, as would make more clear what methods and agencies should be encouraged and what avoided or reformed. Dr. G. S. Dickerman, New Haven, Conn., was appointed, and at the third conference he made an exhaustive report with recommendations. His conclusion was that the children of the rural communities of the South need schools which are adapted to the conditions that exist, and that to insure this the school must be developed on its own ground, and that this work was being done by the people of the South, especially in their public school system. Pointing out the difficulties of this work, he recommended that aid be given at this point.

Mr. Robert C. Ogden, New York, in speaking of the objects of the conference from the point of view of a Northern business man, said:

In my judgment, as a business man, the Capon Springs conference can find a wide sphere of salutary influence by bringing the whole subject of popular education urgently before the business men of the South as a business proposition, touching very closely their individual and collective interests. It is repeating a truism to state that the prosperity of the community depends upon progress, progress upon intelligence, intelligence upon education.

That he voiced the larger aspirations of the conference was indicated in his election to the presidency, a position which by unanimous will of the conference he has held ever since. No man could have been better prepared to direct its endeavors toward catholic ends.

In this he was strongly seconded by the environment of the fourth annual session at Winston-Salem, N. C. For more than ten years this State has been the scene of an active and aggressive campaign for popular education, and its governor, Charles B. Aycock, who delivered the welcome address at this meeting, had just been elected on the platform of longer schools open free to every child in the State. Both the discussions and the executive work of this session were in keeping with the spirit of the environment. The address which was most fruitful in stimulating and directing the aggressive policies of the conference, was by President Charles W. Dabney, of the University of Tennessee, on "The public school problem in the South." Education as administered by the denominational school has with this fourth conference become a secondary interest. This Winston-Salem meeting brought together a large number of educational leaders who had already consecrated their lives to the cause of popular education. They dominated the deliberations and secured before the next year the organization of the Southern Education Board, with its bureau and field agents, for conducting an aggressive campaign for universal education throughout the South. The conference has thus definitely entered upon its larger field of activity, and its purpose is thus voiced by President Ogden at the opening of the next session:

This conference exists for a holy cause; holy in the highest sense. Its creed reflects the divine love, broad and beneficent as the universal sunshine and expressed in the simple dogma that every child in this broad land possesses the natural right to a good English education. The mission of this conference is by means of a sweet reasonableness working through many and diverse agencies to so enforce its dogma that the moral rights of children to education shall by law, by philanthropy, by public opinion, be made forever so secure that they shall nevermore be questioned. Thus it may come about that the capacity for intelligent citizenship, the opportunity for abundant life, the enjoyment of liberty, the attainment of happiness become universal possibilities.

From the education of the negro to the education of all the people.—These first guests were invited to Capon Springs, as we have seen, in behalf of the education of the negro, and out of this beginning grew the larger interest in the cause of universal education. There were references in the first conference to the education of both races; but the first strong impetus toward interest in the improvement of schools for the white people came from Doctor Curry in the memorable address already referred to. In speaking of what the South had achieved and suffered he said:

It need hardly be said that our institutions of learning shared in the universal poverty which swept over our land. The colleges in some cases were used as barracks and hospitals for the soldiers. Libraries and apparatus were removed or destroyed, and in some instances there has been a weary waiting for compensation after proof, clear and full, leaving no hook to hang a doubt upon. Buildings for dormitories and science halls are not furnished for want of funds. Professors, faithful and scholarly, are poorly paid. Most pathetic calls from young men and young women hungry for education are heard, and yet they must be turned away in the absence of scholarships and endowments. Some single col-

ored schools have a larger annual income and expend more for running expenses than any university except Johns Hopkins, and as much as the combined outlay of four or five white colleges. The white institutions of the South have had no help from the generosity of the North except what one family has given to the Vanderbilt and the University of Virginia has received from the estate of Fayerweather. * * *

I shall not stultify myself by any fresh argument in favor of negro education, but I must be pardoned for emphasizing the fact that there is greater need for the education of the other race. The white people are to be the leaders, to take the initiative, to have the directive control in all matters pertaining to civilization and to the highest interests of our beloved land. History demonstrates that the Caucasian will rule. He made our Constitution; he achieved our independence; he is identified with all true progress, all high civilization, and if true to his mission while developing his own capabilities he will lead, out and on, other races as far and as fast as their good and their possibilities will justify. This white supremacy does not mean hostility to the negro, but friendship for him. On the intelligent and more refined class of the white people the negroes have been compelled to rely heretofore for the educational advantages which they possess, and on them in the future they must depend to prevent a widening of the breach between the races and to bring about their higher advancement. It is hopeless to think of the small number of educated negroes protecting themselves against wrongs unless there be men and women, cultured, courageous, broad minded, to correct, elevate, and lead public opinion. Some wild enthusiasts of the negro race, some purblind fanatics of the white race, may expect or desire subordination or inferiority of the white people, but that is the crazy dream of a kind of racial cosmopolitanism or fusion which portends loss of national unity and is the forerunner of decay.

This sentiment was seconded by Mr. William H. Baldwin, New York, in an address on "Negro education," in which he urged that the cause of negro education can not be successful unless the education of the white man be provided for, and referred to Doctor Curry's broad point of view of education for both the whites and the blacks and of his thorough understanding of the whole situation as fitting him above all others to lead in a general organization for southern industrial education.

From this time forward the transfer of interest was as rapid as it was inevitable. At the Winston-Salem conference the education of the white children of the South was the subject of discussion, and with the organization of the Southern Education Board there began an active campaign in behalf of universal education. Official expression was given to this expansion of purpose in the opening address of President Ogden at the Athens conference.

It is proper [he says] for me to say of this company from the North that it includes men and women of force and power and thought and experience, and while we were originally interested in the South through negro education, our impulses have risen from negro education to the question of the entire burden of educational responsibility that you have throughout this whole section of country.

Transfer of interest from the individual to the community.—A third line of advance by the conference in the definition of its purpose was from the education of the individual to the education of the community. The original problem was how to provide better equipment and better methods in certain southern schools for the education of the individual pupils attending them. But as interest grew in the larger problem of universal education it became evident from a knowledge of educational conditions in the rural communities throughout the Southern States that any scheme for the permanent improvement of these conditions to be successful must undertake to enlighten the community and to touch the social conscience. Doctor Dickerman, in his report as field agent to the third conference, distinctly says on this point:

There are two educational methods. One is to fix on the individual and ask how to give him the completest development, leaving out of view for the time every other consideration. The other is to fix on the community and ask how the whole people may be raised to greater intelligence and better standards of living. Each of these methods has its own appropriate place, but that which is required to-day

in all the sparsely settled regions of the South is the latter method. Until the community is raised the individual is not likely to appear. * * *

The people must be given a new spirit, a new way of thinking and doing, a new life on their own soil and in their own homes, in order to save the rural part of the country.

With the Winston-Salem session the education of the community came to be the established purpose of the conference, and found expression in the organization of the Southern Education Board, with its bureau and field agents, as an organized propaganda for carrying on an aggressive campaign of education. Through these agencies the spirit of the conference with its gospel of universal education is to-day being carried into every community throughout the South.

Southern education a national problem.—The conference reached the final stage in the liberalizing of its spirit and purposes with the interpretation of its work in terms of our national life and the larger movements of civilization. This was a necessary result from the earlier consideration of educational reform as a phase of the general evolution of life in the community. For as the individual is organically related to the smaller social group, so the community in turn is related to the larger social whole. Education and democracy—the solidarity of American life and American interests, the mutuality of social privileges and duties involved in American citizenship—this is the dominant and inspiring note of the Athens meeting in 1902. The combination of catholicity and intense patriotism which constituted the spirit of this conference was infectious and irresistible. That would have been a dead soul indeed that could have come into touch with it without being quickened into larger sympathies and finer aspirations.

If I had a boy and wanted to teach him good, straight, honest, vivid patriotism [said President Alderman, of Tulane University, in his address on this occasion], I would not much care to carry him to a battlefield, where men had shed blood and torn at each other's throats, but I would rather wish to bring him to such a place as this, where he might see the play of human sympathy at its best, where he might see men and women of strength and power, unafraid of changing their views, unashamed of honest emotion, informed with iron purpose, and touched, as I have never before seen a body of citizens, with the moral and political value of childhood and with the meaning to the nation of the dim toiling thousands who dwell untaught in the shadows of the world.

Hugh H. Hanna, of Indiana, voiced the same broad conception of the movement in these words:

The highest expression of the godlike in man is the love and sympathy man is permitted to express to his neighbor. The neighborhood of this country is limited only by its boundaries. We are one people, with one mind and one heart. Education is not for a section; education is for America. Education for Massachusetts, for Indiana, for Georgia, for all the people, for what? Is man educated for himself alone? Do you live for self alone? We are climbing to a leadership in the world? May our leadership be based upon a broad spirit of humanity, upon the brotherhood of man.

Felix Adler referred to the interests conserved by the conference as political, patriotic, ethical interests of the first magnitude. Quoting Fouillee's statement that every system of education must be national, he continued:

Southern education, too, which we have here been discussing, must be adapted to our national needs, must promote the highest objects for which our country exists.

These citations might be multiplied at length, but the closing words of William Hamilton Mabie must suffice:

You have had your great sorrows, and I can never read your story without a consciousness of colossal tragedy. Those sorrows were the birth pains of a great nation of the future, and the warmth of the South, the practical sagacity of the North, and the far-reaching energy of the West will combine to build the nation

anew. To that great and new country let us dedicate ourselves—that country which is to be realized by the emancipation of every man born of woman who calls himself not Southerner, not Westerner, not Northerner, but that greatest of all names—an American.

The conference has thus come by rapid strides into full possession of its general aim. Beginning, as we have seen, with the problem of educating the negro at the South, it soon discovered that the education of the negro was inextricably bound up with the education of his white neighbor. Taking up the problem of universal education, it was seen that the individual can rise only as the community rises, and that effective reconstruction of the public school system in the South waits upon the quickening of the social conscience. The social problem thus raised grows at a bound into a national interest vitally related to national aspirations, and therefore involving the mutual privileges and responsibilities of American citizenship. The conference is thus consciously playing its part in the competition of the nations by contributing its share to that larger educational activity which we see so conspicuous at the end of the century in all progressive countries, and which Dr. G. Stanley Hall has truly said constitutes the chief business of our modern civilization.

2.—Discovery of the forces which the conference was to call into its service.

The conference enlarged its aim as it became conscious of the greatness of its power. In its infancy it was not a conspicuous force in southern life. It took it three years to command public attention. The men who composed it in the beginning were men of force, thoroughly capable of leadership in a large movement, but they were small in numbers and represented but a phase of the educational work in the South. They represented the combined forces of philanthropy and church loyalty and organization as directed toward the education of the negro. They had no intention of attacking the larger educational problem or of appealing to the whole educational force of the South. But the movement, once begun, was forced by the logic of its own development into larger and larger fields of endeavor, while at the same time it offered the one opportune point of contact for all those forces which had been working in isolation for the cause of education in the South. They gravitated toward this center by natural law, and made the conference from year to year a revelation even to its leaders.

Public school teachers and officials are proverbially ready to respond to any call which holds out promise of better things for popular education. If they have any fault, as Professor James has said, it is that they are "just a mite too docile." But in this case we trust they have not been borne away by a popular fad. No movement since the beginning of the public school work in the South has given them so much of new inspiration and new life and promised so much in the way of substantial results. As soon as the conference became definitely interested in universal education through the public school it found at its disposal a vast complex of forces waiting to be organized and directed. So enthusiastic, indeed, has been the response to the influences of the conference that it may be said to have at its ready command the whole machinery of the public school system of the South. Just how this is being utilized we shall see later.

The remarkable progress already made has been made possible by the whole-hearted cooperation of the colleges and universities. And this is a new thing in the South. While the university is supposed to stand for leadership, it has not been disposed to lead the movement for popular education; the typical university man has not been in sympathetic touch with the public school men; but folding his academic robes about himself, he has stood aloof in what he has regarded a noble isolation, as if knowledge were for knowledge's sake, and for him. Cherishing his musty conceptions of an intellectual aristocracy, he has willfully and per-

sistently ignored the yearnings of the toiling thousands, whom to help into larger lives should constitute the reason for his being. But a change is coming over the spirit of these institutions, as they are dominated more and more by the spirit of young men who are in touch with the modern world, with its larger and more vital statement of culture in terms of social service. This tendency has been immeasurably strengthened by the conference, which has not only embodied this conception of culture and service in its creed and voiced it many times in its programme, but has been from the beginning a living example of it. Mr. Ogden, in his address before the third conference, urging the claims of the business man to a place in its councils, says:

The plain man of affairs needs to be within the educational circle that by his very presence he may remind even higher education that all training of the intellect should have only for its end and aim the good of the people. Art for art's sake is a heresy. Learning for its own sake debases; does not lift. Intellectual development that makes man superior in his own esteem elevates the mind at the sacrifice of character. The world is run by the two-talent men, and the two-talent men must be recognized if intellectual life is to have a healthful growth. Of all the sham aristocracies, the meanest is the intellectual. Its type is lower than that of mere money arrogance, as the sharpness of its sting is more bitter and keen. The highest institutions and the most cultivated persons should find the noblest exercise of their greatest power in such service as will most surely lift the mass. When the two-talent and the ten-talent men meet on a common level of service for humanity, the association is ideal.

This spirit has dominated the conference in all its deliberations and activities and has infected everyone who has come into touch with it. The circle of college and university men in its councils has widened year by year. They have been active in the organization of its boards, have given generously of their time and thought and energy in organizing and directing educational campaigns, and have found it a privilege and an honor to do personal service in the field. State universities which have lived apart and fed on ambrosia for so long as to become anæmic are now putting themselves into vital relations with the State systems of schools, and are thus entering upon a period of renewed vitality for themselves and of larger service to the States. Doctor Dickerman, in speaking of our higher institutions of learning, says:

They are only in the infancy of their development as engines of popular enlightenment; they have in them undiscovered possibilities, comparable to the forces of electricity twenty years ago, and fresh, unimagined puttings forth of power are coming to send thrills of re-creative life wherever the homes of men are found.

This new ally in the cause of popular education is already making itself felt on its own ground, as well as in the field and in the conference.

Another force of incalculable possibilities which this movement has drawn into its service is the public press. Doctor Frazer, field agent in Virginia, in his report to the Richmond conference, says:

One of the most helpful agencies for the creation of a public sentiment more favorable to free schools has been the State press. Almost without exception the religious and secular papers have opened their columns to educational news and have published valuable editorials bearing upon the needs of the schools.

This is indicative of the generous interest and cooperation of the press throughout the South, and even many of the large dailies and weeklies of the East and several of the great magazines have done valuable service by putting themselves in sympathetic touch with the work in the South and then interpreting its national significance to the larger public.

In many of the States the women's organizations are rendering invaluable assistance in awakening public sentiment, improving schoolhouses, and even in effecting school legislation. The Federation of Women's Clubs in Alabama, for example, secured the establishment of the girls' normal and industrial school at Monte-

vallo, took an active part in the campaign against child labor, and led a movement for the betterment of school houses and grounds. At the Athens conference, in recognition of the work of the women of Georgia, the General Education Board gave to the State normal school at Athens \$7,500 in scholarships to meet the 46 scholarships of \$50 each already provided by the women of the State, offered to duplicate for three years all new scholarships of \$50, not to exceed 50 in number, which these women would provide up to January 1, 1903, and added \$4,500 to the \$6,000 which the women had raised for the Winnie Davis Memorial Hall. Doctor Buttrick, who announced the gift, said in closing:

We ask that we may have a little part in the great work which has been inaugurated by the people of the South and in which the women of Georgia are bearing so honorable and noble a part.

Doctor McIver reported to the Richmond conference the organization of a woman's association for the betterment of the public schoolhouses of North Carolina. He reported 20 counties as having good organizations, and said their purpose was to form an association around every public school where two or three women could be found who would give their services to the work. Doctor Frazer, in his report, recognized the work of the Richmond educational association, through whose efforts the conference had been brought to Richmond. These examples serve to show what an agency for effective service the conference has found in these organizations.

And then the politician, what shall be said of him? It taxes the memory of no one to recall the time when he was afraid to raise his voice in behalf of the public school. To-day Virginia, North Carolina, Tennessee, and Louisiana boast their "educational governors," while in many other States officials in high position have spoken out in no uncertain terms for free schools adequate to the needs of all the people.

It is still more encouraging to know that these men are not mere timeservers, riding into public favor on a wave of popular enthusiasm. Governor Aycock took a positive stand with the schoolmen in North Carolina at a time when it meant probable defeat, and side by side with the schoolmen the fight for schools for all the people was made and won. Governor Montague went all the way from Richmond to Montgomery last February to meet with the public school officers of Alabama and discuss with them the relation of the child to the State. He welcomed the conference to Virginia last April, attended many of its sessions, and entertained it in his home. The moral support thus given the movement by the broad-minded and large-hearted cooperation of those highest in authority can not be overestimated. It causes the humblest teacher in the land to take up his task with new courage and an added feeling of civic usefulness and of self-respect.

These are typical of the forces which the conference and the Southern Board have developed and attracted to themselves. With their simple and constructive creed of upbuilding society through the education of the child they have offered a common point of contact for all the forces—social, religious, political, and economic—which are working for the higher evolution of American democracy. President Ogden graphically stated this strategic position of the conference in his annual address at Richmond:

All are perfectly familiar with the sovereign demands—material, intellectual, spiritual—of educational interests. Executive combinations of many sorts—land, buildings, taxation, legislation, systems, methods—are under requisition for the service. Its infinite details increasingly enlist the unremitting toil of hundreds of thousands of painstaking teachers—men and women—representing every grade of instruction, from the simplest to the most abstruse.

For the moment, in the center and foreground of this vast perspective stands this conference—a composite aggregation of men and women, interesting because so varied in its personnel.

Some are profoundly ignorant of the technicalities of education, quite unfamiliar

by personal knowledge with even the recitation rooms or the methods of contemporary school life. Others are within the sacred fraternity of teachers, and in the group may be found representatives of every rank in the teaching profession. Still others are charged with the official responsibility of educational management on behalf of the State or corporate bodies. But all are here with one accord in one place—officials and citizens, professionals and laity—by reason of a common belief in the beneficent power of education and because each distinct element is essential to the spirit that must vitalize the conference.

The solvent, the fusing power, that creates the common point of contact is the belief, perceived in varying degrees by all here present, that the great social duty of our age is the saving of society, and further that the salvation of society begins with the saving of the child.

3.—*Defining its methods of operation.*

The conference, as we have said, is now in full possession of its general aim. Future development must be looked for along the line of devising new methods of work, new ways of organizing and using the forces at its disposal to make them more effective in the accomplishment of desired results. Much, however, has already been accomplished in the way of defining general lines of activity. The development of these constitutes, perhaps, the most interesting aspect of the history of this movement.

Genesis of the Southern Education Board.—The Southern Education Board and the General Education Board grew out of the same conditions and supplement each other in function. The conference had its origin in the need of cooperation to make more effective the missionary work in the South. The first conference developed the need of the organization of agencies controlling contributions from the North to schools in the South. The situation calling for such organized effort was first presented by Rev. A. B. Hunter, of Raleigh, N. C., in a paper on "Cooperation among schools:"

We all have a common interest [he says] in securing the interest of generous people in the work. If that interest is turned aside by appealing to false or unworthy motives, we all suffer. It is estimated that since 1870 the North has been giving to negro schools in the South at the rate of about \$1,000,000 a year and that it is giving that amount now. This sentiment of sympathy is readily recognized by many who have only their own personal ends to serve, and it has become a nuisance in the business offices of large northern cities to receive the visits of those who are soliciting money for negro schools, basing their appeal upon this well-recognized feeling of sympathy. Sometimes the salary of the solicitor consumes a large part of the money collected. If the public confidence is once weakened by these efforts of unworthy men, damage will be done not only to the institutions which they represent, but to all the negro schools.

Rev. George T. Fairchild, of Berea College, Ky., in presenting a brief by President Frost, of that institution, calls attention to these same evils and further urges the need of cooperation to prevent the waste of effort and means. "Evils come," he says, "from too many schools in limited territory, while large regions are left destitute." He points to the associated charities in large cities as an example of increased efficiency coming from cooperation, and urges the necessity of an approved list of institutions made out with reference to age and equipment, efficiency of administration, and location.

The conference embodies the spirit of these two papers in the sixth article of its "Message and appeal," which is as follows:

VI. The principles now widely recognized and applied under the head of associated charities, tending to prevent the bestowal of gifts upon unworthy persons, have a proper field for exercise in the support of institutions of learning in the more needy parts of our land, and, while fully realizing the practical difficulties in the way of any such application of those principles, we are of the opinion that the gifts of the North in aid of educational work of the South should proceed upon lines of intelligent, equitable, and discriminate selection, and that great care should be taken by the people of the South in authorizing appeals for outside

aid, though such aid is greatly needed by worthy institutions both for support and endowment.

The second conference gave new impetus to this demand for organized effort and turned the direction of it into larger fields. Doctor Dickerman, in a remarkably forceful paper on "Cooperation in educational work," upon the basis of a survey of educational conditions in the South, in which he points out in detail the great need of better houses, longer terms, more efficient teachers, and improved methods, urges with irresistible force that neither the church nor private enterprise can accomplish the task of educating the people; that the public school is the only hope of popular education, and that in the school systems already organized under the Government we find the only agency representing sufficient organization to cover economically and efficiently the vast territory within the 1,300 counties in the South. He shows by citing numerous instances that the generosity of the North, by being diverted into improper channels, frequently works an injury, antagonizing and crippling existing schools, dividing the educational forces of the community instead of harmoniously developing them; that in this hurtful rivalry sound standards are abandoned and superficiality and pretense substituted for a well-graded, thorough course of education; that by giving young pupils the names and forms of superior education these privately supported institutions tend to bring the public school into discredit.

The conclusion is evident. The cause of education in the South can be served best (1) by bringing the existing public schools into a more efficient state of organization, and (2) by directing the generosity of the North and the best efforts of the South to their better equipment. In connection with this last point we get the germ of the main function of the Southern Education Board.

In the last analysis [says Doctor Dickerman], that which is before all other things is popular interest in education among the people to be benefited by it. This must precede the schoolhouse and precede everything. People will never get much out of any privileges till they feel their value. But feeling their value, appreciating how much a good school signifies to them, their children, and the neighborhood, they will not be content with a term two months long nor with an incapable teacher nor with humdrum methods. Having a noble conception of the school, nothing will satisfy them till they see its realization.

In these suggestions we have a foreshadowing on the one side of the organization of local initiative and control, and on the other the organization of outside aid to supplement local effort.

With regard to the second type of organization a more explicit statement is found in Mr. Baldwin's paper on "The present problem of negro education."

It is our duty [he says] to organize a general educational board, by which effective work may be accomplished throughout the South; that funds given to the negro cause may be given through such an organization, or to schools approved by them, so that the giver may be sure that his contribution will be used effectively. The North to-day is tired of giving indiscriminately to a multitude of colored schools in the South. Many of our rich men, who are charitably disposed, and who want to give largely to the negro cause, demand that any school asking for funds be under good business management and that effective industrial training shall be given. The mere advertisement or statement that industrial training is given at any school is no longer sufficient inducement to procure funds. The approval of an educational board, properly organized, will be in itself a warrant to those who may contribute that their gifts will be expended properly.

Then, toward the close of his paper, Mr. Baldwin gives the suggestion for a "general organization for Southern industrial education" for both races.

The conference expressed in its resolutions its appreciation of "the urgency of the need for a general committee of direction in harmony or in conjunction with the management of those [the Slater and Peabody] funds to guard against the haphazard and in some cases harmful use of money contributed at the North for negro education."

It authorized the executive committee to appoint a field agent to study the conditions and report such facts as would make more clear what agencies and methods should be encouraged and what avoided or reformed, the purpose being to secure a more efficient concentration of effort in all educational work carried on in the South.

Doctor Dickerman was appointed field agent, and began the work of investigation now being conducted by the boards. During the year he visited schools in Virginia, the Carolinas, Georgia, and Alabama, conferring with school officials and teachers, and reported a universally cordial reception. "If there has been any doubt in the beginning," he says in this report, "as to the practicality of this work, the evidence is now abundant that such a doubt is without foundation." The conference, recognizing the value of his service, thanked him and asked him "to continue this work for another year, to visit the superintendents of the various schools of the South, to obtain suggestions from them, and to confer with representative men of the section in regard to the progress and needs of Southern education, and to report the results of his observation and inquiries to the next session of the conference."

This report was made at the Winston-Salem conference and was laden with facts and suggestions leading to larger endeavor. This Winston-Salem session marks an epoch in the history of the conference in many respects, but first of all in the definition of its policy and the organization of its agencies. This report of Doctor Dickerman, as well as his previous work, helped to pave the way for this. After enlarging on his previous report of conditions in the rural South, stating again the necessity for improved conditions for the education of both races, and reiterating his faith in the public school as the engine of popular education, he offers two suggestions which have been adopted in the policy of the conference—first, that the time has come for some comprehensive undertaking to foster an educational spirit in the rural portions of the South; and, second, that this work must be directed by the men already in the field. With reference to this second point he says:

Some of us come from a distance and think, perhaps, to bear a part in this educational work. Let us not lose out of mind that primal law: The men on the ground are in the foremost place. They know the situation. They are familiar with conditions. They have sharpened instincts to sense the meaning of things that would be a snare to others. In agreement with them is strength. We have to wait for these master spirits of the South to bring in the new order. Our highest ministry is to work with them, to help them like Jethro in the tent of Moses—sympathetic guests with open mind to enter into their plans and make them our own.

This educational leadership of the South was largely represented at this meeting, and conditions were ripe for action. The definite suggestion leading to the organization of the Southern Education Board with its bureau of information and investigation was made by President Dabney in his paper, previously referred to, on "The public school problem in the South." This paper is a perfectly frank and graphic statement by a Southern man of the conditions of Southern schools and school systems, reinforced by an array of facts, including comparative tables of statistics, that made its appeal irresistible.

Premising that the South is an agricultural section, that its people live in the country, and must therefore be educated in the country, the author goes into an investigation and discussion of the rural public schools. The general condition in the Southern States is emphasized by comparison with the North Central States:

These States contain a million fewer people, but had the same number of children enrolled in the schools. The percentage of school population in average attendance is 52.50 in the North Central States as against 40.32 in the Southern

States: the total number of teachers is 181,916 against 127,577; the number of schoolhouses is 105,118 to 96,849, but the value of school property is \$230,391,589 to \$67,473,856; the average number of days schools are taught is 155.6 in the North Central States, 109.6 in the Southern States; the average salary of teachers per month is \$43 to \$31.75; the total expenditures in the North Central States are \$84,802,319 to \$36,280,166 in the Southern States, which is \$3.23 per capita of the population, or \$20.85 per pupil in attendance in the North Central States, against \$1.34 per capita of population and \$9.72 per pupil in attendance in the Southern States. We should remember that the Southern States include a population of over 7,000,000 negroes, and were devastated thirty-six years ago by a terrible war. The comparison is not perfectly fair—few comparisons are—but it shows what this population can do and what the results in wealth productions are, and sets a standard toward which the Southern States should strive to build.

This general view is followed with a statement of conditions in typical Southern States, and the whole situation is again graphically typified in this comparison of Tennessee and Iowa:

This State contains a slightly larger population than Tennessee, but somewhat fewer children. The enrollment in the schools of Iowa is 87.5 per cent of the school population, against 70.1 per cent in Tennessee. In Iowa 51.3 per cent of the school population are in daily attendance, against 49 per cent in Tennessee; teachers number 28,694 in Iowa to 9,195 in Tennessee; the schoolhouses are 13,836 to 7,185; the value of school property is \$16,908,076 to \$3,063,568; the average value of school property is \$1,222 in Iowa to \$426 in Tennessee; the average number of days the schools are kept is 158 in Iowa to 96 in Tennessee; the average teacher's salary is \$45 in Iowa to \$31 in Tennessee, and there are three times as many teachers in Iowa; the total expenditures are \$7,978,060 in Iowa and \$1,751,047 in Tennessee; this is \$3.80 per capita of population or \$21.89 per pupil in attendance in Iowa, against 87 cents per capita of population or \$5.17 per pupil in Tennessee.

The author attributes these backward conditions first of all to the extreme poverty resulting from the civil war and reconstruction, and, after this, to defective organization, the interference of politics with school administration, and in many cases to ignorance and the indifference of ignorance. Pointing out the way to improvement, he says:

Our system of school legislation and management and our methods of school taxation must be completely turned round before we can have anything like a system of efficient public schools. The school money must be raised to a larger extent from the State as a whole and be distributed more in accordance with the needs of the people. School management and supervision must be centralized to a considerable degree in the hands of representative and skilled experts. There should be a State board of education composed of the ablest educational authorities to be found, who should be responsible for all the public schools and should elect a State superintendent, who should in turn have the fullest authority with regard to the organization of schools, examination of teachers, courses of study, and the distribution of funds, and have the general direction of county and city superintendents. The schools of the counties and towns should be in the hands of boards of like powers working under the general direction of the State board and its superintendent. Who would think of carrying on any great business, reaching every part of the State, by the worthless methods, or no methods, which prevail in the South in regard to our schools? We must have a thoroughgoing reform in these things before we can even begin to build good schools.

Then comes the specific recommendation to which all this has been leading up:

The immediate need of our people is information and guidance. They need leaders to show them the way. We need a central propaganda or agency which shall conduct a campaign of education for free public education and which, while it educates the people on this subject, shall use every opportunity to instruct them as to the best forms of legislation for their conditions and the best methods of organization for their schools. This is then the definite proposal that I would make to this conference. Shall we not at this meeting take steps to establish such a propaganda for free public schools in the South?

This step was taken in the form of a resolution authorizing the appointment of an executive board. The committee on platform and resolutions, composed of Dr.

Charles D. McIver, Doctor Shaw, Doctor Dabney, John Graham Brooks, Bishop Rondthaler, Hon. G. R. Glenn, Doctor Curry, Professor Tucker, W. H. Baldwin, jr., and Walter H. Page, presented the following platform and resolutions, which the conference adopted:

The Conference for Education in the South, on occasion of its fourth annual meeting, held at Winston-Salem, April 18, 19, and 20, 1901, reaffirmed its conviction that the overshadowing and supreme public need of our time, as we pass the threshold of a new century, is the education of the children of all the people. We declare such education to be the foremost task of our statesmanship and the most worthy object of philanthropy. With the expansion of our population and the growth of industry and economic resources we recognize in a fitting and universal education and training for the home, for the farm and the workshop, and for the exercise of the duties of citizenship the only salvation for our American standards of family and social life and the only hope for the perpetuity of our institutions, founded by our forefathers on the four corner stones of intelligence, virtue, economic efficiency, and capacity for political self-control. We recognize the value of efforts hitherto made to solve our educational problems, both as respects the methods to be used and also as regards the sheer quantity of the work to be done. But we also find in the facts presented at the sessions of this conference the imperative need of renewed efforts on a larger scale; and we also find in the improved financial outlook of the country and in the advancing state of public opinion better hopes than ever before of a larger response to this greater need. As the first great need of our people is adequate elementary instruction, and as this instruction must come to children so largely through mothers and women teachers in their homes and primary schools, we desire to emphasize our belief in the wisdom of making the most liberal investments possible in the education of girls and women.

Whereas, therefore, the conditions existing in the Southern States seem now fully ripe for the large development as well as further improvement of the schools; and

Whereas this conference desires to associate itself actively with the work of organizing better school systems and extending their advantages to all the people,

Resolved, That this conference proceed to organize by the appointment of an executive board of seven, who shall be fully authorized and empowered to conduct—

1. A campaign of education for free schools for all the people by supplying literature to the newspaper and periodical press, by participation in educational meetings, and by general correspondence; and,

2. To conduct a bureau of information and advice on legislation and school organization.

For these purposes this board is authorized to raise funds and disburse them, to employ a secretary or agent, and to do whatever may be necessary to carry out effectively these measures and others that may from time to time be found feasible and desirable.

Motion was made and carried that Mr. Ogden be made an eighth member of this board.

On August 2, 1901, President Ogden announced the appointment of this board in the following letter, addressed to the members appointed:

After much consideration the committee on southern education, ordered by the conference at its Winston meeting, is made up and announced as follows: Hon. J. L. M. Curry, Dr. C. W. Dabney, Dr. E. A. Alderman, Dr. Charles D. McIver, Dr. H. B. Frissell, George Foster Peabody, Rev. Wallace Buttrick, D. D., Albany, N. Y. By action of the conference I am added *ex officio*.

The first meeting will probably be called in the month of October at Hampton, Va., or Washington, D. C.

Hoping that the composition of the committee will meet your approval, I am,
Yours, very sincerely,

ROBERT C. OGDEN.

On October 11 following President Ogden sent out a notice that the executive board would be called to meet in New York City on November 4 for organization and to consider questions which would probably engage them for a week following that date.

The reason for this change in time and place of meeting is made clear by the

following memorandum of another meeting which occurred soon after Mr. Ogden's first letter:

A number of gentlemen officially acquainted with educational problems in the South were together in Bar Harbor on the 14th of August. By invitation of Mr. Morris K. Jesup they met at his house to consider whether they could do anything to promote enlarged views of the situation, and thus to secure increased pecuniary aid.

They reached the conclusion that if the facts made known to them were made known to the public in an authoritative form, through a suitable agency or association, generous gifts would be offered and channels of usefulness would be opened to those who could give large or small amounts. It was made clear that at the present time much force and much money are wasted by unorganized and unfruitful efforts to promote the welfare of that part of the country. Information was brought forward from trustworthy sources indicating that large sums of money will be given in the course of the next few years, if wise plans for the distribution and administration of such funds can be presented.

Under these circumstances the gentlemen assembled determined to ask the trustees of the Peabody education fund, the trustees of the John F. Slater fund, and the committee of the southern educational conference, each of them, to appoint a committee of two or three persons to meet and consider this subject and devise some plan of cooperative action.

The appointed time and place for the meeting of the trustees of the Peabody and the Slater funds was in the city of New York in the early part of November.

It was suggested that the preliminary steps might be taken by both these bodies at that time, and that probably the cooperation of the third organization might also be secured. It seemed to the gentlemen who were present that this was a felicitous moment for action, which should not pass without a definite effort to influence public opinion and to coordinate efforts.

Dr. J. L. M. Curry, the secretary and agent of the two funds before named and a member of the conference, was requested to present this statement, with such additional facts as might be within his knowledge, to the several boards at the earliest opportunity.

The executive board of the Conference for Education in the South was called to meet in New York on November 4 in order to secure its cooperation with the other two boards.

Doctor Curry called the southern members of the executive board of the conference to meet in Greensboro, N. C., on September 13. Doctor Dabney, Doctor Frissell, and Doctor McIver were present, Doctor Curry being detained in Asheville. Under these circumstances the three members present decided to consider informally the matters submitted to them and to adjourn to Asheville on the following day to confer with Doctor Curry. Doctor Frissell presented an account of the conference at Bar Harbor and read letters from Mr. Ogden and Doctor Gilman with reference to the proposed cooperation of the boards. The suggestion was heartily agreed to and a general plan was drawn up for the organization of the executive board of the conference.

On the following day at Asheville a memorandum of the results of the Greensboro conference was read by Doctor Dabney to the full conference, Doctor Curry and Doctor Alderman both being present. This memorandum, after some amendments, was adopted. The memorandum as adopted opens with this statement:

We agree heartily to the proposal to cooperate with the Peabody and Slater boards expressed in the letter of President Gilman. Also that our commission should meet in New York on the 2d of November and continue in session as long as may be necessary to confer with the said boards and to complete its own organization.

The work proposed for this board divides itself into two great departments: (1) The campaign for education in the South, as outlined in the resolution of the Winston-Salem conference; and (2) the work in the North to create interest in southern education and draw out support for it. An organization should be formed to carry out, as far as possible, these two lines of effort.

Then follows an outline of a proposed organization. This outline provides one board for the two lines of work. As finally organized, there is a board for each of the two lines of effort.

The board assembled for organization in New York on Tuesday, November 5, and met daily for five successive days. It organized by the election of Robert C. Ogden, president; Charles D. McIver, secretary, and George Foster Peabody, treasurer. Its first official act was to increase its membership by the election of William H. Baldwin, jr., Dr. Albert Shaw, and Dr. Walter H. Page, of New York, and Hon. H. H. Hanna, Indianapolis.

It organized under the official title of the Southern Education Board of the Conference for Education in the South, and defined its own function to be the prosecution of a propaganda of education in the South. This propaganda it proposed to conduct through its own printed issues, the public press, and public speech.

It organized for field work by appointing Doctor Curry as supervising director, Doctor Alderman, Doctor Frissell, and Doctor McIver as district directors, and Doctor Dabney as chief of the bureau of investigation, information, and publication. These officials were to constitute the general campaign committee.

To aid in carrying on the work, Edgar Gardner Murphy, of Montgomery, Ala., was associated with the president as executive secretary, and Dr. G. S. Dickerman and Dr. Booker T. Washington were appointed field agents. Hon. Henry St. George Tucker and Dr. Robert Frazer were later appointed field agents in Virginia. Prof. P. P. Claxton and Supt. J. D. Eggleston, jr., were, in January, 1901, associated with Doctor Dabney in the work of the bureau at Knoxville.

Genesis of the General Education Board.—We have followed the growing consciousness of needed organization in two directions—(1) for conducting an educational campaign for public schools in the South, and (2) for administering funds for educational purposes. The first of these functions is provided for in the Southern Education Board. Parallel to this there was formed in New York about the same time the General Education Board "for the receipt and disbursement of money for educational purposes." This board organized by the election of Mr. William H. Baldwin, jr., president; Dr. Wallace Buttrick, executive secretary, and George Foster Peabody, treasurer.

Cooperation of the two boards was insured by the appointment of seven men to membership in both. The boards of the Peabody and Slater funds were represented in the membership of the two new boards, and in this way was secured that harmony of purpose and unity of endeavor which constituted the aim of the Bar Harbor conference.

Theory of the General Education Board.—The General Education Board stands for the spirit of nationalism in southern education. It is the embodiment of the passion of service and of that larger patriotism which recognizes the responsibilities of American citizenship in the presence of every problem of American life. There are many men both North and South capable of taking the larger view who see in the peculiar burden of the South a responsibility which belongs to the entire country. These men of the North have asked that they may share in the work, not as men of one section bearing the burdens of another section, but as fellow-citizens engaged in the common service of a common country.

The General Education Board will work in harmony with all the other agencies named above, will receive funds for the work, and will undertake to disburse the funds at their command in such a way as to secure the largest returns for universal education in the Southern States.

Theory of the Southern Education Board.—As the General Education Board stands for the spirit of nationalism in this movement, the Southern Education Board stands for local initiative. "The men on the ground," says Doctor Dickerman, "are in the foremost place. They know the situation. * * * In agree-

ment with them is strength. * * * We have to wait for these master spirits of the South to bring in the new order." The Southern Education Board is composed largely of southern men. All the members of the campaign committee and the field agents working with them live in the South. The active work of the board is left in their hands.

Its appeal for better schools has been and is to be to the people who are to be the most directly benefited by these schools. It recognizes the principle that the best help is that which stimulates to independent self-activity. The evolution of a society, like the growth of an individual, is a process of self-expression and can not, therefore, be imposed from without. This board is a frank recognition of the fact that the southern people must work out their own destiny by their own efforts and under the direction of southern leadership.

Thus the two boards, embodying the practical wisdom of the Conference and its spirit of patriotic devotion to the service of humanity, represent the two aspects of the one work.

Certainly [says Doctor Murphy] nothing could have been finer than the spirit of the northern men who have been interested in this movement. They have simply said: "You have shown us that the South is trying heroically to deal not only with the negro, but with the great unprivileged masses of its white population. You understand your own people and your own problems as we do not. This work is, therefore, yours. Take it and do it. In so far as we can help you we are at your service. We have no desire to meddle or to interfere. If you will take the helm we will stand by you, not as Northerners, but as fellow-citizens of a common country."

Work of the Southern Education Board.—The district directors of the Southern Education Board began active work in January, 1902. Doctor Dabney to organize the bureau at Knoxville, Doctor Frissell to organize the campaign in Virginia, Doctor McIver to inaugurate the campaign in North Carolina, and Doctor Alderman to initiate the work in Louisiana. It was proposed that about \$80,000 be expended within the first two years in creating a public sentiment for better schools, and that the campaign be conducted through local agencies already in the field. The proposition met with cordial support from the people, and the campaign committee was able at the April conference to report substantial results. President Ogden stated in his opening address at this meeting that he had in his possession written reports from all branches of the work, and that the energetic earnestness that had marked every branch of the operations created at a single bound a powerful and effective organization.

Doctor McIver's report of the work in North Carolina may be taken as typical of the best methods and results of the board.

It was the understanding at the last session of the board [he says] that, if practicable, a vigorous campaign for the improvement of the public schools of North Carolina should be inaugurated. Knowing that it would be unwise and useless to undertake such a campaign except in hearty cooperation with the educational authorities of the State, I laid our plans and purposes before the governor, Hon. Charles B. Aycock, and the State superintendent of public instruction, Gen. Thomas F. Toon, both of whom gave their hearty indorsement and expressed their hearty appreciation of the spirit in which the Southern Education Board desired to aid in our educational development.

The Raleigh conference.—On February 13 General Toon and Governor Aycock united with me in calling a conference of about 40 teachers, representing all lines of educational work. Representatives of the State colleges and denominational colleges, county superintendents and city superintendents, representatives of high schools and seminaries of every class were present. The conference made a declaration against illiteracy and issued a striking address to the people of North Carolina. There was perfect harmony in the meeting and unanimity of sentiment that the combined educational influence of the State should be brought to bear upon the improvement of the rural public schools. A campaign was inaugurated to secure the consolidation of weak school districts, the improvement of public schoolhouses, and the adoption of local taxation to supplement the State school tax.

The governor, the State superintendent, and your district director were made the executive committee of this association and the managers of the campaign. The address was published by practically all the newspapers in the State and copies were furnished to students of colleges and pastors of all churches.

A special committee was appointed to furnish educational matter for the newspapers from time to time and another committee to make a special request of every preacher in North Carolina to deliver to his congregation at least one sermon on the subject of public education.

From the beginning this movement had the almost unanimous indorsement of the press of the State.

In accordance with the plan of the Raleigh conference the executive committee has decided to hold district conferences at accessible centers in various portions of the State. To these conferences county superintendents and other school officers will be invited, and also other workers for public education. These conferences will give the State superintendent an opportunity to confer with the county superintendents and inaugurate a uniform policy for developing the educational work of the State. At least one large mass meeting will be held in connection with each conference, at which addresses will be made by the governor, the State superintendent, and others. These district conferences will be held at such places as will furnish free entertainment for the delegates. The railroad expenses of the county superintendents will be paid out of the campaign fund provided by the Southern Education Board.

The Greensboro conference.—The first district conference was held April 3 and 4, in Greensboro, and about 20 counties were represented by their superintendents and other school officers. The presidents of the State colleges and presidents or other representatives of most of the denominational colleges attended the Greensboro conference. Finding some liberal-hearted gentlemen in Greensboro disposed to raise a fund by popular subscription to be used for aiding those rural districts in Guilford County which would vote upon themselves a local tax to improve their schools, I wrote an urgent letter to President W. H. Baldwin, jr., of the General Education Board, and Dr. Wallace Buttrick, the executive officer of that board, asking the General Education Board to duplicate these subscriptions to an amount not exceeding \$4,000. The General Education Board, which had just opened its new office two days before our conference, generously complied with the request, sending Doctor Buttrick to Greensboro to represent it in the conference and to make the following propositions:

The General Education Board will duplicate all private subscriptions made by the people of Guilford County, N. C., for the public schools in Guilford County to an amount not exceeding \$4,000 in all, provided that in each case school districts where such gifts are made shall have levied a special local tax for free public schools for all the people, and provided further that the appropriation from this board in fulfillment of its pledge shall be paid to each of the several districts, through the North Carolina State department of public instruction, when information is received that the above conditions have been fulfilled.

The mass meeting readily raised more than \$4,000 for the improvement of the rural schools of Guilford County. None of this money can be used in the city of Greensboro, where it was raised, nor can any of it be used for any district in the county which does not levy a local tax upon its property.

At the Richmond conference, one year later, Doctor McIver reported that—

As a result of the Greensboro conference a local tax has been voted in nine districts in Guilford County. It is hoped to have a local tax voted in every district in the county in the next two years. So far our local board has adhered to no hard-and-fast rule as to the disposition of the \$8,000 raised at the Greensboro conference to promote local taxation, but usually in the districts that have voted the local tax we have given one dollar for every two raised by private subscription to build and furnish schoolhouses.

Under the direction of the campaign committee an aggressive campaign began in North Carolina in the month of June, 1902, for local taxation. The governor of the State, an ex-governor, the State superintendent and an ex-State superintendent, a Congressman, the presidents and professors from nearly all the colleges joined the school superintendents and teachers in this work. As a result the State superintendent reported in his last report 79 cities, towns, and rural districts having a local tax, pending elections in 45 other communities, and probable elections in the near future in nearly 100 others. Legislation has been secured encouraging local

taxation, school libraries for rural schools, and improvement of schoolhouses. An important step has been made toward securing better supervision in the counties.

Varying somewhat in specific aims, agencies, and methods to meet local needs, this work conducted in North Carolina is being repeated in the other Southern States, and may be taken as a type of what is being done throughout the field.

The bureau of investigation and information.—In addition to the campaign work conducted in the field by the district directors and their associates, the Southern Education Board assumed the parallel function, as provided by the original Winston-Salem resolution, of conducting a bureau of investigation and information. This bureau was organized and located at Knoxville, under the directorship of Dr. Charles W. Dabney, with P. P. Claxton and J. D. Eggleston, jr., as associates.

Its purpose.—The bureau outlined for itself two main lines of work: (1) It proposed to make a careful and thorough study of educational conditions in the South, in other sections of our own country, and in the more important foreign countries; and (2) it proposed, by means of its own publications, through the public press, and the campaign orator, to give the results of this comparative study to the public, and thereby to educate the people into the adoption of sound constructive educational policies.

This is among the most important tasks undertaken by the board. It is not a difficult task to arouse a popular momentary enthusiasm on vital subjects. The campaign of education, as being conducted, has already awakened in many communities educational enthusiasm amounting to religious fervor. But unless this emotion be transformed into quiet intelligent interest it can not last, neither can it construct efficient schools unless it be guided by sane educational statesmanship. This statesmanship can not be adequately supplied by a few minds capable of taking the larger view, for in a democratic community schools and school systems must, in the last resort, be constructed by the people. It is of the highest importance, therefore, that while the campaign orator is kindling a popular enthusiasm the people be given a broad perspective of the real problems before them. They should be given the facts which portray the schools and school systems as they are in the Southern States. They should be led to view the situation in the light of the larger educational experience of other sections of our country and of other countries, and to use this comparison for constructive criticism in harmony with the genius of their own civilization. This should constitute the objective of the whole campaign, and the bureau calling into its service the educational leadership of the South should be, in President Ogden's happy phrase, the "ordnance department."

This is the theory of the bureau.

Methods of the bureau.—On March 10, 1902, the bureau issued the first number of its publication, entitled "Southern Education Notes;" a bi-weekly publication, intended to furnish matter in convenient form for newspapers. As stated in the issue of April 21, "The object of Southern Education Notes is to act as a clearing-house of educational information and comment for the convenience of the newspapers of the South." And in the issue of March 24 we find that "Southern Education Notes is gratified at the reception of its first issue by the newspapers throughout the South."

A single number of the Notes consists of six single column leaflets printed on one side. The matter is composed of brief paragraphs of educational statistics, quotations, and comments. It is intended to be terse, striking, popular, so as to win its way into the columns of the newspaper. Any adequate discussion of an important topic is obviously impossible in the columns of the Notes.

In April, 1902, the bureau issued the first of a series of circulars, intended not for the press but for the reading public. Each issue was devoted to a special sub-

ject, and was intended to supplement the Notes by giving opportunity for more adequate statement and discussion. Only four circulars were issued.

In March, 1903, the bureau began the publication of "Southern Education," a weekly publication in magazine form which, taking the place of Southern Education Notes and the circulars, combines the best features of both, and assumes the function of a more definite campaign document. The issue of May 14 may be taken as typical of its best methods and results. This is the North Carolina edition, and was prepared as a special campaign document for the campaign now being conducted in that State. It was prepared at the suggestion of the State superintendent of public instruction and of the central campaign committee for the promotion of public education in North Carolina, and the proof was submitted to them for approval. It contains 176 pages devoted to the special educational conditions and problems of North Carolina. It is a document of facts carefully gathered, clearly stated, and arranged in convenient form, portraying in a most graphic and forceful way the conditions in North Carolina along the lines of illiteracy, local taxation, consolidation of schools, schoolhouses, rural libraries, county supervision, the preparation and pay of teachers. Exhibits are made by county, by township, by city, and village, thus enforcing on the consciousness of each community its relative educational standing in terms both of effort and of accomplishment.

One brief quotation may serve to show how this document uses facts for purposes of persuasion:

DOES CONSOLIDATION PAY?

During 1903 three school districts in Mangum Township, Durham County, were consolidated into one district, with the following results:

- I. Salary of teachers before consolidation:
 1. Salary of teacher in district 1, \$35 per month.
 2. Salary of teacher in district 2, \$35 per month.
 3. Salary of teacher in district 3, \$35 per month.
- II. Length of term before consolidation:
 1. Term in district 1, six months.
 2. Term in district 2, six months.
 3. Term in district 3, six months.
- III. Average daily attendance in districts before consolidation:
 1. Average daily attendance in district 1, 15.
 2. Average daily attendance in district 2, 16.
 3. Average daily attendance in district 3, 24.
- IV. Results of consolidation:
 1. Total salary of two teachers, \$100 per month.
 2. Length of term, seven months.
 3. Average daily attendance, 80 out of total enrollment of 113.
 4. Greatly increased interest in public education; three poor school-houses abandoned and one neat, comfortable house erected; a graded school.

This edition is now being used by the press and by public speakers in the campaign in North Carolina, and has demonstrated its effectiveness as a campaign document. Special editions have been prepared for Tennessee, Mississippi, Louisiana, South Carolina, and Alabama, and it is intended that similar editions be issued for each of the Southern States.

Soon after its organization the bureau planned a series of bulletins, by means of which it proposed to give out the results of its most mature study of educational conditions and problems in the South. The first number, entitled "Educational Conditions in the Southern Appalachians," appeared in May, 1902. This was followed with a bulletin on the educational conditions in Tennessee. A number of bulletins were planned, and much material has been collected for some of them.

III.—SURVEY OF THE CONFERENCE AS IT IS TO-DAY.

Inorganic character.—Not the least striking, and perhaps not the least valuable, feature of the conference is its inorganic character. It has had, as we have seen, five years of continuous and wholesome growth, and that without a constitution or by-laws. It has from year to year elected a presiding officer, has appointed committees from time to time to render such service as seemed to demand special committees, has selected places of meeting, prepared its programmes, and published its proceedings without an exchequer, annual dues, or even a definitely constituted membership.

It has illustrated the brotherhood of man [says President Ogden] by electing executive officers and committees with no by-laws to restrict, with perfect freedom for unlimited overwork, and the right, by appeals to altruism, patriotism, or fear, to impress into the service of the conference all whose assistance may be required. * * * Cordially appropriating the generous hospitality of locality after locality; piling boundless cares upon local committees; placing upon its chief officers responsibilities broad as the tenderness of conscience or capacity for initiative; trusting, as the birds trust the hand that providentially feeds them, a treasurer without an exchequer; appropriating for the use of its executive committee the whole American Republic of letters that a proper programme should annually be presented, the conference has gone forward from grace to grace and from strength to strength, until now it convenes in this beautiful city of Richmond with a robust intellectual appetite waiting with faith and hope to be fed and satisfied.

This lack of definite organization has tended to emphasize the inner life and spirit of the conference and has kept it plastic for unlimited expansion.

Membership.—The conference at its first three sessions was entertained by Captain Sale at Capon Springs, W. Va., and membership was, obviously enough, limited to the list of guests invited by him. But at present "the only qualification needed by a delegate," says President Ogden, "consists in personal presence and sympathetic accord. Thus the conference is a purely voluntary association." Within the limits of its printed programme it is an open forum, with a constituency commensurate with the catholicity of its purposes. A more representative body could not be found on the continent.

This is an assembly [says Dr. Alderman in his address before the Athens conference] of the representatives of all classes of educational institutions and educational forces. Heads of great universities, that once sat apart in Olympic isolation, are here, and humble school teachers, clad in new robes of civic usefulness and civic self-respect. Men and women of the North and of the South are here, with their memories swept clean of all bitterness and misunderstanding; men of affairs of the North and South are gathered here with constructive purpose in their minds, with willingness to compromise, to readjust old view points, to shed old prejudices and reconstruct new theories, and above all to covenant highly with themselves that this educational crusade shall not cease until every child in this nation—high or low, white or black, bond or free—shall be emancipated from the great black empire of ignorance and night.

The Richmond conference was in like manner an assembly representing the constructive forces of American democracy—men and women from all sections, officials and citizens, professional men and men of affairs—all united for the time being in the one interest of serving humanity through the education of the child.

Its agencies.—The conference has not favored the creation of new educational agencies; it has endeavored rather to discover the agencies already at work in the field, to make these more effective wherever possible by more efficient organization and more adequate equipment, and has recognized in them the instruments for the realization of its ends. It has thus called into its service the women's clubs, the pulpit, and the press, and the whole educational machinery of the Southern States, with those social, political, and economic forces which this comprehends. Thus the conference, needing but little organization within itself, is

a tremendous spiritual force working through all existing social organizations, and although convening but once a year is nevertheless continuous in its activity. It is the center from which new life radiates in all directions, permeating every fiber of the social organism.

What the conference is doing for education at the South.—If nothing more should be done, the conference has rendered a worthy service and accomplished a lasting result in this new life which it has infused into our present educational systems. The extent to which this quickening influence has been felt can be appreciated only by those in the field in personal contact with educational agencies in remote rural communities. A single example may be suggestive. Sevier County is one of the remote mountain counties of East Tennessee, with not a railroad touching it at any point. There are but two schools in the county that give instruction beyond the fifth grade of the Tennessee rural system. And yet that county, unaided from outside, took the initiative last spring in its own educational campaign. The movement was inaugurated by an educational mass meeting called at Sevierville, the county town, for a Sunday evening in the latter part of May. The people came in from the surrounding country, and a large auditorium was filled to overflowing. For an hour and a half they listened to the discussion of educational problems with the interest and enthusiasm usually reserved for political meetings. An effort has been made during the summer to carry the campaign into the remoter coves and to quicken every community into larger aspirations. The school at Sevierville has just added to its curriculum a professional course for teachers for the purpose of training into greater efficiency those teachers in the rural mountain schools that can not be reached by any institution outside the county. This has been done with no aid or direct suggestion from without, and yet it is a manifestation of that spirit of educational reform which pervades the air, and is thoroughly typical of the forces at work in the remotest communities of the South. Teachers are organizing, schools are being consolidated, houses are being built, rural libraries established, manual training being introduced, and these centers of activity are springing into being in the most unexpected places and in the most unaccountable way. The great promise of this awakening lies in its spontaneity.

Just how the conference has contributed to this result can not be adequately stated, but may be remotely suggested. In the first place, the spirit of the conference, especially at the Athens and Richmond meetings, has been thoroughly infectious; no man or woman could come into this atmosphere without being caught up into its fine enthusiasm and borne on to new and higher resolve. Here the educational leader, who has been working in lonely isolation with the odds against him, has found himself in touch with other leaders who echo his aspirations and second his courage; and these find themselves reenforced by the whole-hearted cooperation of lawyers, and ministers, and politicians, and business men, and from this contact of social forces hitherto separated there springs a new courage born of the consciousness of indomitable power. Here the humble teacher from the remote community has found himself an integral part of a tremendous movement—has caught the larger vision which transforms the drudgery of teaching into the joy of social service. And from these meetings hundreds of men and women have returned to all parts of the South to become the centers of a new light and life in their respective communities.

What the Athens and Richmond meetings have been on a large scale, the State and district conferences have been in a lesser degree.

When to these lines of influence one adds the work of the campaign speaker before educational mass meetings, the work of the women's clubs and the pulpit, the work of the bureau reaching directly through its publications and indirectly

through the campaign speaker and the daily press the whole reading public, one may get some suggestion of how it has come about that education is in the air, and that, breathing this atmosphere, our educational systems from State superintendent to district director, and from the elementary school to the university have been quickened into new life.

The conference as a directive power.—But the work of the conference does not end with the mere giving of inspiration or new impetus to educational activity, it has done much toward directing the energies which it has called into play. It has at no time in its deliberations invaded the province of technical pedagogy, but it has considered some of the broader problems of educational policy, and has brought to bear upon these the best educational statesmanship of the country, North and South. It has made no effort to formulate conclusions or in any direct way to affect legislation, but as a result of these deliberations some things have become reasonably clear, conclusions have been registered in the individual consciousness and through the campaign speaker and the public press have been transformed into public opinion and are being carried out in reconstructive activities. The campaign speakers and the campaign documents of the bureau have, while kindling enthusiasm, consistently and persistently urged certain definite lines of constructive reform. And as the reports come in from the field one is struck by the harmony of endeavor which they reflect. During the recent session of the summer school of the South at the University of Tennessee a day was given to each of the Southern States for the presentation of its educational conditions. The similarity in problems, in present awakening, and in lines of constructive policy being urged and carried out was a matter of common remark.

The five "next things" in educational progress in Alabama [says Dr. Edgar Gardner Murphy] seem to me to be the right of local taxation for school purposes; school consolidation, by which I mean the occasional combination of weaker schools into a strong central school, in the interest of economy and proficiency; better schoolhouses; better supervision, and closer adaptation of our public school instruction to the needs of agricultural population.

This constitutes a vital part of the general programme. To it we may add the better education of teachers and the establishing of rural libraries.

Practical results are being achieved along all these lines. The problem of local taxation is for the present the most difficult, because the right of local taxation for school purposes is in most of the Southern States restricted by constitutional limitations. To remove these limitations will require time. In the meantime the work of consolidation is going on as rapidly perhaps as is consonant with wholesome development. In Tennessee, for example, the last legislature passed a law establishing a minimum enrollment and requiring the consolidation of all schools below this standard. The combination of small schools into larger central schools involves the building of new houses and at the same time by diminishing the number of schools brings the possibility of an adequate supply of well-equipped houses within easier reach. The crusade for rural libraries is just getting well under way. Some States, as Kentucky and North Carolina, have State laws which are operating in a systematic way to stimulate the growth of libraries for the rural schools. In other States the work is being conducted by counties and by individuals. The teachers of Upson County, Ga., a few weeks ago organized a system of circulating libraries for the county, raised money enough to inaugurate the movement, and adopted a system of regulations for its control. A report has just come in from a county in Texas in which the woman's club of the county town has established a circulating library which is already reaching every part of the county. And so in sundry ways the movement grows apace. The bureau has ready for press a library number of "Southern Education," which promises to be the most stimulating and most directly helpful publication that it has issued.

The line of activity now in greatest need of sane directive capacity is that looking toward the reconstruction of the rural school in order to adapt it more closely to the demands of an agricultural population and to make it the center of a richer social life. There are those who still refuse to see a need for any reform whatever in this direction; there are many more who seem to feel that the whole problem has been solved when manual training and nature study have been added to the official programme. In many cases the manual training finds thorough satisfaction in the production of hideous monstrosities which are defended solely on the ground that they have been made with the hands, and in other cases it has already sunk into the deadening process of slavishly and mechanically following a book, a thing quite as far from freeing the personality of the child as the old process of memorizing definitions in technical grammar. In very few cases does the nature study give much promise of making the farm, the orchard, or the vineyard more productive, or the home a more healthful or beautiful place for human habitation. But little is being done in either direction to free the human spirit, to make it at home in the world, to render it capable of subduing the earth and having dominion over it. To the discerning the amount of waste energy along these lines is appalling. The South will be fortunate indeed if it escape a season of disappointment and discouragement which may retard real progress along this line for decades.

But there is a saving clause in the situation. The General Education Board and the Southern Education Board have united to encourage the establishing of rural industrial schools to serve as norms or types. Doctor Dickerman, in his report as field agent to the third Capon Springs conference, called attention to the possibilities of such centers. In speaking of what might be done in Alabama, he said:

And if there were such schools in every county always in close touch with the experiment station and alert to every valuable idea coming from that source, we can see that the results would be of the highest value to the whole business of agriculture. Think of energetic, able teachers in so many places taking their pupils through lessons on plant growth and setting their boys to putting every fresh idea into practice on their fathers' plantations. That would lend fascination to things that are now uninteresting and give to drudgery the joy of a pastime. Or, better still, think of these teachers as interesting themselves and their pupils in every material interest of the community as well as in other interests that are social and moral, giving their attention systematically to a study of the resources of the locality, its mineral deposits of coal, iron, and stone, its forests of pine and cypress and oak, its water power and manufacturing facilities, its adaptation to market gardening and stock raising; mastering all knowledge of this kind and filling the minds of their pupils with it—how it would change the whole life of those boys and girls and give their home a new atmosphere. It would temper the restlessness so common among young people, and it would check the hankering for a factory village or city. It would hold their ambitions and hopes to wise channels, engage them in manifest duties, and habituate them to a share in productive enterprises within their reach. That would mean for them prosperity and happiness, and it would mean everything good to the rural community.

Through the mediation of Doctor Dickerman, bringing together local initiative and outside aid, two industrial centers were established in Washington County, Ga. The Farragut School, at Concord, Tenn., the result of similar effort on the part of President Dabney and Professor Claxton, and aided by the General Board, will open in January. It is a consolidated school, and is to be made the center of community life, realizing as nearly as possible the ideal of a rural school. It will have a new, well-equipped school building, a shop, and a farm of 13 acres. Through the encouragement of the boards other centers have been equipped. Some of these are in active operation, and promise, without abandoning what is valuable in the humanistic conception of culture, to give an education adapted

to life under rural conditions. And when the present wave of superficial sentimentality has run its course, to be followed by discouragement or indifference, these individual schools which have been presided over by sane heads will survive to serve as centers from which a wholesome development will slowly radiate in all directions.

The summer school movement.—But no movement looking toward a real and permanent advance in education can long ignore the education of the teacher. For, after all, the consolidated school, with its funds increased by local taxation, with its new and well-equipped building, its lecture hall, library, laboratory, and workshop, its larger grounds, with all the facilities for the school garden—all these constitute so much dead material, the mere instruments of education, which must wait for their quickening power upon the personality of the teacher who is to administer them. The great regenerating force in the world is the living human personality. For this there is no substitute. Between the whole system of educational machinery on the one side and the child on the other stands the living teacher to transform the mechanical into the vital, to translate material appliances over into larger life and power and social efficiency.

Thus this educational campaign comes in time, by the logic of its own inner development, to find in the teacher a focal center of interest. It has become obvious enough that the inefficiency of the rural school can not be adequately stated in terms of bad buildings, short term, and antiquated curricula. Chancellor Kirkland, of Vanderbilt University, in an address before the Richmond conference, said with telling force that he had visited rural schools and come away thanking God that the term was no longer. This is one way of stating the confirmed conviction of the discerning that the real improvement of elementary schools in the South waits upon the education of teachers.

The bureau had not proceeded far with its study of conditions before the inadequacy of facilities for the education of southern teachers impressed itself strongly upon the consciousness of those who were directing its work. The normal schools and departments of education in universities are doing good work in the professional training of teachers, but they are altogether inadequate to the demand for new teachers, to say nothing of the great army in the field needing and desiring better preparation for their work. From this situation there came to Doctor Dabney the suggestion of a great summer school for the whole South, situated at some central and accessible point and equipped to meet the needs of teachers in all grades of service. At the request of President Dabney the University of Tennessee offered its whole plant free of charge to the movement. The people of Knoxville, Doctor Curry as agent of the Peabody fund, the General Education Board, and individual friends of the cause made the experiment possible by providing funds. The members of the Southern Education Board cooperated heartily by wise counsel, by personal presence, and by valuable addresses during its session. The whole campaign had contributed to make it possible by the sentiment which it had awakened. Thus all the interests and forces of the whole movement for which the conference stands were for the time merged in the Summer School of the South, which opened as an experiment at the University of Tennessee on June 19, 1902. The story of that school, with its faculty of distinguished instructors from all parts of the country and its enrollment of 2,000, representing the best in the teaching force of the South, is well known. It was at once a conference, a campaign, and a school of solid academic and professional instruction, continuing for six weeks and touching every Southern State, every phase of educational interest, and every grade of educational activity from the kindergarten to the college.

This experiment clearly demonstrated the demand for a school of this type, and the friends of the cause immediately decided to continue it. Dr. Edgar Gardner Murphy, executive secretary of the Southern Education Board, says in his survey

of the work of the year (1902), after referring to the summer schools at other points:

Especially at Knoxville, however, it is intended to continue what, upon a still larger and more comprehensive scale, may be termed in a peculiar sense "The Summer School of the South," a school not exclusively for Knoxville or for Tennessee, but for all the South. Here those teachers who may wish at small expense to study together at some common southern point may find inspiring local and climatic conditions and a faculty so large as to permit the broadest selection of courses. The promoters of the school hope to provide a great representative institution, well organized and well equipped, presenting an ample range of subjects through the very ablest teaching force that careful selection and adequate resources can command.

With this feeling of permanency, the management provided for the second session of the school more adequate material equipment, engaged a much larger faculty, and brought the whole work to a much more efficient state of organization. At this session a faculty of 91 instructors, chosen from all parts of the country with special reference to peculiar fitness for the work, gave 149 courses to 2,151 students registered from 31 States and Territories, from Canada, Porto Rico, India, and Japan. The school, while essentially southern in aim and in sympathies, was pervaded by that catholicity of spirit which has characterized this whole educational movement.

This one school alone, with its equipment of model schools, model libraries for public schools and for teachers, its exhibits of work in manual training, drawing, etc., brought together from two dozen or more of the best city school systems in the country, with its laboratories and experiment station, its comprehensive course of instruction and the efficient corps of instructors behind it, with its army of teachers at once creating and sharing its corporate life—this one school alone represents an educational force which no one would at this time attempt to estimate. But this was only one of a number of summer schools in session in the Southern States during the summer just past. On a somewhat smaller scale the work and spirit of this central school was repeated at the University of Virginia, the University of North Carolina, Rock Hill, S. C., the University of Georgia, the University of Mississippi, the Peabody College at Nashville, the University of Texas, and at other points. The work in many States, like that in Virginia under the leadership of Superintendent E. C. Glass, of Lynchburg, has behind it a record of many years of devoted and effective service. But with this new impetus, with the liberal support of the General Board and friends of the cause, it was made possible this year to plan the work on a larger scale and to render a larger service to a greater number. The schools in Virginia, Mississippi, and Georgia were especially strong in faculty, in curricula, and in numbers. One of the most valuable results of the summer school at the University of Tennessee has been the establishment in it of a permanent department of education for the training of teachers for secondary schools, supervisors of special new branches like manual training and agriculture, and principals and superintendents.

While in one sense it may be said that neither the conference nor any of its boards nor its campaign committees have any direct official connection with these summer schools, yet in reality they represent the whole movement with all its interests focused on the education of the teacher. No one of these schools can be properly interpreted as the peculiar product of any particular time or locality or body of men. They all represent a peculiar moment in the development of educational forces in the South, and, as different institutions, are but different focal points in the one great movement. Both their existence and their phenomenal success reflect the growing consciousness of the truth that the teacher is the soul of the school and that in his education are embodied the highest social interests.

The movement as a liberalizing and unifying force.—The work of the conference and the boards can not be adequately stated in terms of schoolhouses and school programmes. They are touching life in another way—less tangible, perhaps, but none the less real and vital. With their simple creed of serving the highest interests of society, through the education of the child, they have furnished a convenient point of contact for all constructive social forces; and this simple fact of focusing all social interests on the one point and interpreting the whole in terms of the service of humanity, has tended and is tending on the one side to produce a livelier sense of social solidarity and on the other to give each individual a larger and holier view of his calling. This is not only a timely service to southern society, just emerging from the extreme individualism incident to the isolation of rural conditions; it is a wholesome antidote for the separateness and provincial attitude of American life as a whole. On this plane this whole movement overflows sectional boundaries and becomes a liberalizing and unifying force in our national life. In it professional men and men of affairs from the North and from the South, recognizing that all sections and all interests of society have a common stake in the education of the whole people, and having been moved by the passion of service in this one common cause of a common country, have been borne on to that larger patriotism which recognizes in every problem of American life the interests and responsibilities of American citizenship.

Note to p. 360, line 28.—Since this paper was put in type we have learned that Dr. H. B. Frissell, president of Hampton Institute, assisted actively and efficiently in organizing and conducting these earlier meetings of the conference, a fact which did not appear in the records. Too much credit can not be given Dr. Frissell for his services to this whole movement.

Note to p. 379, line 28.—Mr. Murphy was elected a member of the Board in August, 1903.

CHAPTER IX.

THE FINAL ESTABLISHMENT OF THE AMERICAN COMMON SCHOOL SYSTEM IN WEST VIRGINIA, MARYLAND, VIRGINIA, AND DELAWARE, 1863-1900.

By A. D. MAYO, A. M., LL. D.

The final establishment of the complete American system of common schools in the 16 States known as Southern, dating from the year 1863 in West Virginia and practically achieved in all these States by 1875, was made possible by the cooperation of the people of both sections of the Union in the State and National Governments. This movement originated in the organization by which an increasing number of the freedmen, at first emancipated by General Butler as "contraband of war" during the progress of the Union armies, were put in training for their new life as free laborers and prospective citizens by occupation in connection with the Army. At a later period they were enrolled as soldiers and laborers in the cultivation of vast areas of abandoned lands. Besides this, the instruction of these people of all ages in the rudiments of learning was at once attempted, with the result that probably more than a million of them were able to read before the close of the civil war. As fast as possible under the circumstances the poorer class of the southern white people was included in this dispensation of the rudiments of civilization. This early venture in a field hitherto only partly trodden, the combination of the industrial and educational agencies of civilized society with actual warfare, was developed by gradual steps into a well-digested plan by which the National Government, through the agency of the Freedmen's Bureau and in cooperation with a variety of operations in the Northern States, labored for several years to prepare 6,000,000 of the emancipated race for their final elevation to full American citizenship.

At this time there were several special movements and agencies of great importance to the educational future of the Southern States. Among these was the benefaction of the Peabody education fund, followed by a series of munificent gifts from northern and southern friends of education, like the Vanderbilt, Johns Hopkins, Tulane, and Sophie Newcomb colleges, with others at later periods. Also may be named the corresponding gifts in the founding and support of a score of important schools of the secondary, higher, and industrial education for the colored race, to the extent probably of \$50,000,000 during the past thirty years. The National Bureau of Education was established in 1867. The attempt to obtain national aid to education occupied the attention of the United States Congress from 1880 to 1890. These and other movements were the expression of a friendly and unselfish spirit of public cooperation and Christian brotherhood on the part of all sections of the country for the relief of the educational destitution which in 1865 was declared by their own educators the most dangerous element in the southern problem.

But no people as numerous and intelligent as the 12,000,000 of the white population of the 16 Southern American States in 1870 could either have been forced or persuaded to adopt a change so radical in their public policy as the complete establishment of the American common school for all classes and both races without a deliberate conviction that such a new departure was an absolute present

necessity and the condition of all subsequent progress of the South in its connection with the new national life. The steady growth of the idea of universal education in all the Southern States may be traced from the memorable plan of Thomas Jefferson at the foundation of the State of Virginia and the National Government to the breaking out of the war between the States in 1861. Through a varied experience of alternating success and failure the common school public in all these Commonwealths grew in strength until in 1880 four of these and several of their larger cities had adopted a well-defined system of public instruction for their white children and youth. In almost every Southern State at least one attempt had been made in this direction. The collapse of the Confederate government, and along with it the reorganization of the material, industrial, and social order of affairs in this section, was a great opportunity offered to the southern common school public. So determined was the purpose of this important body of people that at the close of the civil war the South was prepared to assume the heavy burden of schooling its 2,000,000 of colored children and youth along with the 3,000,000 of the dominant race.

The political power in all these States, with their assumption of full civic autonomy in 1876, was still in the hands of the old superior class, and this precious boon of free education which alone could make the new condition of the freedmen a success was practically their gift.

WEST VIRGINIA.

The first attempt of a Southern State, by its own voluntary movement, to put on the ground an effective system of common schools for all classes of its people was made by the new State of West Virginia in 1863. Immediately on the passage of the ordinance of secession by the State of Virginia in 1861 a convention of the 47 counties in the western portion of the State was summoned, by which, on August 20, 1861, an ordinance of separation from the mother Commonwealth was passed. On November 26 of the same year, 1861, a constitutional convention was called which proclaimed the fundamental law of the new State. The convention which adopted the ordinance for reorganizing the State government gave to the new Commonwealth the name of its favorite river, Kanawha. The movement at first embraced 47, but the organized State was composed of 55 counties. At the convention which framed the constitution the name West Virginia was adopted, and this document was ratified by a great popular majority in 1862. After long debate in Congress the State was admitted to the Union, with the proviso that children of slaves born after July 4, 1863, should be free; all minor slaves should be free after a certain age, and no slaves should be allowed to enter the State for permanent residence. The earliest successes in the war for the Union under Generals McClellan and Rosecrans virtually expelled the Confederate forces from all save the extreme northeastern corner of the State. West Virginia sent 36,000 soldiers to the Union and 7,000 to the Confederate armies.

The first constitution of West Virginia, adopted in June, 1863, and which remained in force until 1872, contained the following provisions for education:

ARTICLE VIII.—*Taxation and finance.*

SECTION 1. Property used for educational, library, scientific, religious, or charitable purposes, and public property, may by law be exempted from taxation.

ARTICLE X.—*Education.*

SECTION 1. All money accruing in this State being the proceeds of forfeited, delinquent, waste, and unappropriated lands, and of lands heretofore sold for

taxes and purchased by the State of Virginia, if hereafter redeemed, or sold to others than this State; all grants, devises, or bequests that may be made to this State for the purpose of education, or where the purposes of such grants, devises, or bequests are not specified; this State's just share of the literature fund of Virginia, whether paid over or otherwise liquidated, and any sums of money, stocks, or property which this State shall have the right to claim from the State of Virginia for educational purposes; the proceeds of the estates of all persons who may die without leaving a will or heir, and of all escheated lands; the proceeds of any taxes that may be levied on the revenues of any corporation hereafter created; all moneys that may be paid as an equivalent for exemption from military duty, and such sums as may from time to time be appropriated by the legislature for the purpose, shall be set apart as a separate fund, to be called the school fund, and invested under such regulations as may be prescribed by law in the interest-bearing securities of the United States or of this State, and the interest thereof shall be annually applied to the support of free schools throughout the State and to no other purpose whatever; but any portion of said interest remaining unexpended at the close of a fiscal year shall be added to and remain a part of the capital of the school fund.

SEC. 2. The legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of free schools. They shall provide for the support of such schools by appropriating thereto the interest of the invested school fund; the net proceeds of all forfeitures, confiscations, and fines accruing to this State under the laws thereof, and by general taxation on persons and property, or otherwise. They shall also provide for raising in each township, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws.

SEC. 3. Provision may be made by law for the election and prescribing the powers, duties, and compensation of a general superintendent of free schools for the State, whose term of office shall be the same as that of the governor, and for a county superintendent for each county, and for the election in the several townships, by the voters thereof, of such officers not specified in this constitution as may be necessary to carry out the objects of this article, and for the organization, whenever it may be deemed expedient, of a State board of instruction.

SEC. 4. The legislature shall foster and encourage moral, intellectual, scientific, and agricultural improvement; they shall, whenever it may be practicable, make suitable provision for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of general education in the State may demand.

Previous to 1860 the portion of the State of Virginia included in the new Commonwealth had been conspicuous for its attempts to improve the facilities for the public education of the white race. In 1810 its 47 counties were included in the annual distribution of the literary fund of \$45,000. In 1818 commissioners were appointed from each county to receive and use their respective portions of this fund. In 1848 the representatives in the State legislature from Wheeling, then a city of 10,000, secured the passage of a law by which any city might establish a system of public schools by supplementing its portion of the literary fund through local taxation. In October, 1848, Wheeling opened its first public school. Under this and similar laws enacted previous to 1861 several of the largest cities in this section, including Charleston and Parkersburg, and 5 of the 47 counties adopted the partial educational system then in vogue. The agitation awakened by this movement had prepared the people of West Virginia, under the leadership of a body of enlightened public men, for the insertion of the important provision recorded in the new constitution of 1863. This action was followed in December, 1863, by the enactment of a public school law, amended during the subsequent nine years and reenacted on the formation of a new State constitution in 1872.

The original free school law of West Virginia, passed December 10, 1863, for that period was in advance of the school statutes of several of the Northern States. Every organized township in the State constituted a school district under the care and management of a board of education composed of three school commissioners, elected for three years. These, with the clerk of the township, were a body corporate, known as the board of education, having in charge all school property,

with full authority to manage the details of the educational affairs of the township. This board was authorized to divide the township into convenient subdistricts, each with a school population of not less than 50, where a school for not less than six months in the year should be established, its course of study arranged by the school board. The schools should be open to all children, white and colored, the races separate, and all persons over 21 honorably discharged from the National Army or Navy were entitled to five years' schooling. This board had the appointment of teachers, subject to the approval of the board of education of the district, and the fixing of their salaries, with power to dismiss pupils or teachers for cause; to see that the schoolhouses were kept in repair and proper condition, and to exercise immediate control over the interests of the school. The expenses were paid by drafts on the township treasurer.

The district or township board was authorized to establish a central or union high school by vote of not less than three-fifths of the voters, the expense to be met by assessment on the township. Stringent provisions were made for the moral and civic training of the pupils. Fifteen colored children were entitled to a separate school, and a smaller number could be educated at the pleasure of the district board. The county superintendent was elected by the people for two years. His duties were to distribute the State school fund to the several districts, distribute school blanks to boards of education, encourage and attend county institutes, act as president of the county board of examiners, keep a register of teachers' certificates, and report to the State superintendent. Each township should report to the county official and he to the State superintendent. This official at first was elected by joint vote of the legislature, to hold office for two years. Among his other duties, he should be the final court of appeal in all educational cases arising in the counties. His salary was \$1,500 a year. The examination and certification of teachers was guarded by careful regulations. The interest of the State school fund, made up as provided in the constitution, with a capitation tax of \$1 on each adult person and a general tax of 10 cents on the \$100, was to be distributed per capita according to the school population, after the salaries of the State and county superintendents were paid. Each township was authorized to tax itself, not to exceed 25 cents upon the \$100, to supplement its portion of the State fund for the support of a six months' school. Besides this the townships were empowered to levy a tax of 20 cents on the \$100 for the building and furnishing of schoolhouses. The governor, auditor, treasurer, and secretary of state, and the general superintendent were a corporation under the name of the board of the school fund, for its investment and management, the investment being in State and United States securities.

The State superintendent might prescribe a series of class books for use throughout the State. The township, by a two-thirds vote, might raise additional funds, not exceeding 10 cents on \$100, for the improvement of the schools and the building of schoolhouses. In 1865 an act was passed providing free schools for the city of Wheeling, the school board clothed with the usual powers of similar bodies of the North, and instruction to be provided in the German language, drawing and vocal music, with provisions for the exhibition of works of art and the embellishment of school grounds. The schools were to be in session not less than nine months in the year. The system was to be supported by an assessment not exceeding 40 cents on the \$100.

Under the provisions of the general act the legislature elected Mr. W. R. White as State superintendent for the free schools of West Virginia. Mr. White occupied this position with ability, as far as represented by his reports, until 1869.

The population of West Virginia in 1860 did not exceed 270,000, thinly scattered over an area of 24,765 square miles. Notwithstanding the efforts of the previous ten years, the educational destitution of the more retired rural portions was very

great. There was but one college, Bethany, under the direction of the religious sect of Disciples. In 1865 Rev. W. R. White, who served as State superintendent of instruction from 1864 until 1869, reported 133 public schoolhouses, with some 400 schools and 387 teachers, the number of pupils in daily attendance being 7,761, the length of the school term three months, and the total cost of the system \$7,722. By 1872 "there were seventeen times as many schoolhouses as in 1865 and about six times as many schools." From 1869 to 1872 Henry A. G. Ziegler, A. D. Williams, and Charles S. Lewis occupied the post of State superintendent, each for one year. By the declaration of Governor William E. Stevenson and the State superintendent good progress had been made and provision made by law for the establishment of normal schools. In 1865 the invested school fund of the State was \$106,122; \$67,348 was distributed to the counties, 94 cents to each pupil enrolled, and \$3 to each in actual attendance. Of 63,458 persons between the ages of 6 and 21 years 15,972 were enrolled, with an average attendance of 7,761, in 1865. Besides these there were 21,000 children in counties where the system was not in full operation, making a total school population of 84,418 and an expenditure of \$67,350. Up to this date no attempt had been made to educate the colored population. In 1869 the Peabody education fund provided \$9,800 for public schools in the State. In 1872 Superintendent Lewis declared that the new State of West Virginia "had adopted and was developing the educational ideal of Virginia's great philosophical statesman, Thomas Jefferson." By that time the common school, normal school, and the State university had been placed on the ground. In 1870 the new State gave to the mother, Virginia, Dr. William H. Ruffner, the son of President Henry Ruffner, of Washington College, and one of the early educational reformers of that State, as first superintendent of public instruction for the new system of common schools in the Old Dominion.

In 1867 provisions were made for the establishment of three State normal schools, at Guyandotte, West Liberty, and Fairmont, and in 1868 the two latter were opened. In the same year an act was passed for the establishment of an agricultural and mechanical college founded on the Congressional land grant of 1862, the beginning of what later became the University of West Virginia. The historian of the common schools of the State, Superintendent Morgan, writes: "With the establishment of normal schools and an agricultural college begins the history of the growth and development of the public school system of West Virginia." The agricultural and mechanical college had been organized on the basis of 150,000 acres of land donated by the United States Government, and its income of \$100,000 was chiefly derived from this source. The town of Morgantown contributed \$50,000 for buildings. The board of 11 directors appointed by the governor for two years had full control of its administration. In 1872 the attendance had reached 170. In 1870 there were 2,113 schoolhouses in West Virginia. The school fund of the State had reached the sum of \$1,570,000, and the total expenditure for public schools \$725,000. Eighty-seven thousand of the 163,000 school population were in attendance in public schools, with a daily average of 55,000. During the last years of the constitution of 1861-1872 provision was made for the establishment of three additional normal schools.

The history of public school education in West Virginia during the first ten years from the founding of the State until by a change in its political attitude a new constitution was formed in 1872 is expressly significant. This was the earliest of the movements by which the 16 States known as Southern adopted the American system of common schools in its entirety by the provision admitting children of every race and class to its enjoyment. The difficulties attending the administration of the system during these ten years, as set forth in the reports of the four gentlemen who filled the chair of State superintendent of public instruction, were so varied and discouraging that the success is one of the notable events

of the history of education in our country, justifying the words of the fifth State superintendent, Mr. William K. Pendleton, in 1872:

Reviewing our progress in the noble efforts of the State to provide for the free education of the whole people, we have reason for profound gratitude at our comparative success. With a million and a quarter of capital invested in school property, 3,000 schools in actual operation, and three-quarters of a million annually contributed to run them, 90,000 children under intellectual and moral training, a number of graded and high schools, 4 normal schools in vigorous operation, for which we are annually expending, out of the State treasury, over \$8,000, a university on which we bestow over \$16,000, and other private and corporate institutions, among them 1 college largely endowed and, through its 400 graduates, already enjoying a national reputation, West Virginia may well be proud of her position in this highest expression of a people's patriotism and enterprise. Within less than a single decade there was, outside of the city of Wheeling, scarcely a free school in the State. Now they rise up to greet us beside every highway and betoken a future of rapid and vigorous improvement. This is a revolution that can not go backward. It creates its own momentum. It moves by a power within, which increases as it moves and which strikes out the light and heat of its own vitality.

The provision for education in the constitution of 1872, although much more elaborate than in its predecessor, added little save a variety of directions for the more accurate and responsible transaction of business by the numerous officials of the public-school system. The State had already outgrown the controversy on the necessity of a public-school system covering every department of education from the rural districts to the State university and has never since been visited by any sensible reaction of public opinion on this, the fundamental interest of a free American Commonwealth.

The school law which followed the adoption of the new constitution of 1872 and which continued virtually, though with frequent amendments, the statute through the century, provided that the school revenues were to be collected and disbursed by the regular county and State officers. The officials intrusted with the administration of the school system were (1) subdistrict trustees, (2) district boards of education, (3) a county superintendent of free schools, (4) a State superintendent of public schools. The educational affairs of each district were placed in the hands of a board of education composed of a president and two commissioners elected by the people, constituting a corporation for all practical purposes. Each subdistrict had a trustee appointed by the district board of education, to whom was intrusted the appointment of teachers by the approval of the district board and the general charge of the schools. The county superintendent, elected by the people, served two years. He distributed the State funds, directed county institutes, acted as president of the board of examiners of teachers, and reported to the State superintendent. The State superintendent, elected for four years by the people, exercised a general supervision, apportioned the State funds, collected school statistics, and organized teachers' institutes. The schools were supported (1) by the income of a general school fund, from a variety of sources; (2) a State capitation tax and a general State system of taxation of persons and property; (3) a local tax in every county or district, voted by the people to the extent of the statute provision. The State tax up to 1872 had been 10 cents on every \$100 of valuation of all property. The local tax was limited to the extent of supporting a school at least four months in the year. A graded school might be established by the board of education in towns, villages, and densely populated rural districts, but a high school could only be provided by a vote of three-fifths the people of the locality. As late as 1892 there were only 17 high and 145 graded schools in the State, the high school being generally a department of a graded school and not infrequently of indifferent quality. A notable defect of the system of education in West Virginia for many years was the lack of high schools. For twenty years after the enactment of the new school law of 1872 there was "comparatively little growth

in the high school work." In 1892 Superintendent Morgan, the educational historian of the State, declares that "the present law is inadequate" and suggests a provision for State-aided high schools in separate districts, including graded school districts. In many counties the entire area might be included in one high school district.

During the twenty years following the adoption of the new constitution four gentlemen administered the office of State superintendent of instruction—Mr. B. W. Byrne, W. K. Pendleton, B. L. Butcher, and B. S. Morgan. In 1875 the teachers' normal institutes seem not to have grown according to the need, although supplemented fairly by a donation from the Peabody fund, with an average attendance of 35 in each and only 210 in the entire State. Superintendent Byrne speaks out vigorously concerning this important matter as well as of the normal schools. The Peabody educational fund, through its agent, Dr. Barnas Sears, befriended the State to the extent of \$18,800 in 1874, almost every considerable town being concerned in the distribution. The first State normal school, established in what has become the flourishing city of Huntington, was followed by five normals, at Fairmont, West Liberty, Greenville, Shepherdstown, and Concord. All save the school at Concord were in operation in 1875 and had sent forth 146 graduates. The State university contained, in 1874, 138 students, and with the usual departments of college instruction combined a college of agriculture and mechanics, with normal classes during the spring term for the instruction of teachers. The State educational association, after a lapse of two years, assembled in August, 1875, and remained in session four days, with an encouraging attendance. In 1875 there were 4 private denominational seminaries bearing the name "college" in West Virginia, containing more than 500 students and several academical schools of superior grade. The reports of the county superintendents were becoming more full and satisfactory with the progress of the years. In 1877-78 Mr. W. H. Pendleton was recalled to the post of State superintendent for two terms. The educational interest of the people seems to have been sustained during his administration, although the word "decrease" appears in several places where its presence is not grateful. The normal schools were not yet regarded a department of the public school system, but were still under the control of a separate board of regents, the State superintendent being *ex officio* president of the board.

The years of 1874-1876 in West Virginia were characterized by the development of one of the most original and notable movements in the country in behalf of the grading of the rural district schools. For a detailed account of this interesting experiment we call attention to an extract from a paper entitled "Education in West Virginia," prepared at the suggestion of Supt. Virgil A. Lewis in 1892-93, and published in the Report of the United States Commissioner of Education for the same year.

It was characteristic that the State of West Virginia, born amid the confusion and terror of civil war, should not only, as declared by County Superintendent A. L. Wade in 1876, "have accomplished more in the work of building school-houses and setting in operation the machinery of the free school system in the last thirteen years than any other State of like territory and wealth ever did in a quarter of a century," but also has been able to claim the honor of inaugurating in 1874 a movement for the improved grading and graduation of pupils in the country district school which attracted the attention and secured the hearty indorsement of United States Commissioner of Education, Hon. John Eaton, in 1878. Commissioner Eaton declares:

Of all plans developed, none has excited more attention than that known as the graduating system for country schools, devised by A. L. Wade, superintendent of Monongalia County, W. Va. It has been reviewed by all the educational jour-

nals and has excited the attention of the principal school superintendents of the country.

For a detailed account of this achievement the reader may be referred to the interesting volume, *A Graduating System for Country Schools*, Boston, 1881, prepared by County Superintendent Wade.

According to Supt. B. I. Morgan, in *History of Education in West Virginia*—

The author defines the graduating system for country schools to be simply taking the primary branches as a course of study for graduation and making application of all the plans and appliances of the best academies and colleges to the common schools of the country. It is the application of an old plan to a new purpose. The time in which each advanced pupil ought to complete this course of study is announced. Public examinations of graduating classes are held annually at points agreed upon in each county, and common school diplomas are granted to those who satisfactorily complete the course of study.

An alumni association, holding annual meetings for the mutual improvement of those who have graduated, is organized in every magisterial district.

A catalogue containing a clear statement of the work of each school is published annually in each county. In this catalogue each school occupies sufficient space to give:

- (1) The name of the school.
- (2) The name of the teacher.
- (3) The number of youths entitled to attend.
- (4) The number of youths in actual attendance.
- (5) The number of youths entitled to attend but not in attendance.
- (6) The daily average attendance.
- (7) The daily per cent of attendance, based upon the number in attendance and the number entitled to attend but not in attendance.
- (8) The branches taught and the number studying each branch.
- (9) The names of the pupils who have graduated and the dates of their graduation.
- (10) The names of pupils who ought to complete the course of study in one, two, three, or four years, making clear the class to which each belongs. Pupils who can not complete the course of study in four years or less compose the preparatory department, but their names do not appear in the catalogues.

This catalogue contains also the annual report of the county superintendent, presenting the results of the work of the year and his recommendation for the future; a synopsis of the proceedings of the several alumni associations; the names of officers and the time and place of the next annual meeting of each association, and also brief obituary notices of teachers and graduates and undergraduates who have died within the year.

This system may be introduced into the schools of a State or a county, and can be tested even in a township or district or in a single school.

Superintendent Wade's report concerning the working of his system at its beginning reads as follows:

The time for the examination of graduating classes began to grow near and croakers were busy prophesying that the whole system would prove a failure. Such a thing, they said, as graduating in country schools never has been done and never will. I watched anxiously the effect of these predictions, and I was highly gratified to find that teachers and pupils were already beyond the region of uncertainty, and were only strengthened in their determination to make the plan a success. So far were they from fearing failure, that they requested me to make the examination thorough and public, and as far as possible oral, so that the people could see and hear for themselves. Unwilling to assume a responsibility of conducting those examinations without aid, I secured the services of Prof. H. L. Cox, principal of the Morgantown graded school, Prof. W. R. White, ex-State superintendent of free schools of West Virginia, and Professors Lyon, Purinton, and Owen, of the West Virginia University. I gave notice through the press that one or more of these professors would be present to aid me in each examination and to deliver an appropriate address in the evening.

The county superintendent, each evening, after the addresses were ended, in the presence of the audience, delivered to each member of the class who was adjudged worthy of the same, a common school diploma. Two hundred and sixty-one pupils had entered the class of 1876, and of this number 196 had completed the course and received diplomas.

In his annual report of 1877 County Superintendent Wade says:

I organized in each district of the county an alumni association for the benefit of those who had graduated, and gave due notice through the press of the time and place of each meeting. The exercises in each of these meetings consisted of original and select orations, essays, and select readings. No public meetings pertaining to our free school work have elicited more interest or attracted larger crowds than these. In order to secure a permanent organization of the alumni of each district I provided ballots and held an election at each meeting for a president, vice-president, and secretary. A gentleman to deliver an oration and a lady to read an essay at the district examination were also chosen by ballot. These were also elected by the members of the alumni association from its own body.

So far this sketch pertains entirely to the county in which graduation in country schools originated. At the State teachers' association, 1877, a resolution was passed recommending the system be adopted throughout the State.

The National Education Association indorsed the system in 1879. Since this indorsement one-third of the States have adopted the system entire, others are testing it in single counties, and the plan bids fair to become universal.

In 1881 Benjamin S. Morgan, superintendent of the schools of Monongalia County prepared and had printed the first graded course of study for country schools in West Virginia.

During the years 1881-1884 the office of State superintendent was held by Mr. Bernard L. Butcher, whose name is appended to the eighteenth, nineteenth, twentieth, and twenty-first reports of the department. In the report for 1883-84 he opens by the declaration: "There is substantial cause for congratulation upon the condition of our educational affairs. Nearly every item that should increase has increased, and nearly every item that should decrease has decreased." The reports of Superintendent Butcher bear ample testimony to the intelligence and energy with which he entered into the administration of his office. His labors were largely devoted to that essential improvement in the common work of the schools which marks the difference between a genuine and a sham system of public education. In his plan for a complete system of graded instruction and examination for teachers, for the increased compensation of city superintendents, for a more careful arrangement of testing certificates, and an increase of interest in the teachers' institutes we recognize the spirit of the thorough educator. The teachers' institute at the city of Wheeling was under the direction of several of the most prominent educators of the country and was attended by 20 of the city and county superintendents and 250 teachers, and constituted an era in the working of this department in the State. A school journal had been established. The cause of the education of the colored people found in Superintendent Butcher a firm and generous friend. Under his direction the legislature provided for the normal instruction of 18 colored students in Storer College, at Harpers Ferry. In 1881 the superintendent declares: "The outlook of popular education was never brighter in the State."

Superintendent Butcher was among the first of the State superintendents of West Virginia that had appeared at the National Association of Teachers. By his intercourse with the leading educators of the country he placed the educational system in West Virginia in its proper relation to the Union. After serving on the different committees of the National Educational Association he was chosen president of the department of superintendence of that association in 1884.

The election of Mr. Benjamin S. Morgan as successor to Superintendent Butcher in 1885 was the best assurance that the people of West Virginia were in no mood to fall in the rear of their former achievements. Superintendent Morgan administered the office of State superintendent of public instruction in West Virginia for eight years, with a steady effort toward the expansion and enrichment of the system and its purgation from the defects that attend all new departures of an American commonwealth in the training of its younger generation. The enumeration of school population in 1886 was 242,752, the enrollment in schools 172,259,

and the average daily attendance 103,890. The schoolhouses were better furnished with every succeeding year. In 1886 1,115 of the 4,925 teachers had attended a normal school and 6,088 persons had been connected with the 58 teachers' associations. There were 2,933 schoolhouses, of which 1,377 had improved furniture in 1886. Three thousand three hundred and sixty-five volumes were found in school libraries. The entire value of school property in 1886 was \$1,609,962. But only 21,674 pupils 16 years of age and over were found in all the schools, the average age being less than 10 years. The excess of male teachers continued, 3,240 against 1,685 females, 143 of the teachers being colored, of whom an increasing number were graduates of Storer College. The schools were classed as, common 4,324, graded 98, high 15. The average length of the school term was four months and fourteen days.

Four thousand eight hundred and forty visits had been made by county superintendents, 2,018 by members of boards of education, 15,245 by trustees, 23,079 by parents and guardians, and 52,667 by other persons. The schools were supported in 1886 at an expense of \$952,753.44, based on the average daily attendance. This gave \$7.76 to each child, \$4.66 on enrollment and \$3.92 on the entire school population. The tax valuation of the State in 1886 was \$159,514,752.62. Two thousand eight hundred dollars had been contributed by the Peabody fund, including the support of the State pupils in the Peabody Normal College, at Nashville, Tenn.

Among the topics enforced by Superintendent Morgan during his administration of eight years were: (1) The irregularity of the payment of teachers' wages and the general shiftlessness of the business methods of many of the officials; (2) the difference in the length of school terms in different counties; (3) the very important subject of free high schools, in which the State for many years was deficient. In 1885 there were only 15 high schools in the State, some of the larger towns being destitute. The establishment of six State normal schools in 1893, with an attendance of more than 1,000 students, and of the preparatory department of the State university had prevented the growth of private academies. The State university and normal schools were each under a separate board of control from the common schools, to the great disadvantage of the administration of the system. To this and the cognate subject of a graded course of study for the district schools the superintendent applied his mind during his entire official term, with a success that will appear at a later date. (4) The establishment of public school libraries. Superintendent Morgan emphasizes the prominent topic, the completion of the educational system of the State, with constant vigor and cogency. As proper subjects for additional legislation he calls attention to laws for the protection of children against employment in factories, mills, and mines; the free supply of school books to indigent pupils; the compulsory attendance at schools, and especially the establishment of schools of manual training.

The people of West Virginia wisely retained Superintendent Morgan in office during eight years. During his second term he urged the necessity of expert supervision. "Four-fifths of the schools of the country are without any systematic course of study and practically any supervision at all. The salary attached to the office of county superintendent should be sufficient to command the service of men of good abilities and qualifications, who should be required to devote their entire time to their work. When so qualified the superintendent should be clothed with power to act. There should be an ample course of study for ungraded country and village schools." The great necessity of compulsory school attendance was illustrated by the statement that of the 196,538 children and youth in the State between 6 and 16 years of age 171,717 only were enrolled in all classes of schools, 25,816 not enrolled in any school. Between 16 and 21 there were 68,793 youth, of whom 43,300 were in no school. A great defect was found by the super-

intendent in the policy of taxation for the support of schools. The State tax of 10 cents on \$100 and a capitation tax did not pay one-fourth of the cost of the schools. The remainder of their support was by a local tax, levied by a school district. A habit of establishing independent school districts in rich and densely populated portions of the State had grown up, whereby the poorer communities were deprived of local funds.

With the biennial report of Superintendent Morgan for 1891-92 the public connection of this able and fearless official with the Commonwealth closed. He celebrated his retirement from office in 1892 by an important contribution to the educational literature of the State, a "History of Education in West Virginia." By the aid of his chief clerk, Mr. J. F. Cork, he gave to the public, in a document of more than 200 pages, one of the most valuable State histories of education in the country. While he there does not fail to set forth in the most forcible and persistent manner the defects of the system, yet he claims that no American State has greater reason to be proud of its building for the children in one generation than West Virginia. In 1865 there were 431 and in 1892 5,762 public schools. During the same period of twenty-seven years the number of teachers had increased from 387 to 5,747. The total amount expended for public education had risen from \$7,722.90 to \$1,436,062.53 and the value of school property from \$52,856 to \$2,746,234. The enrollment of pupils for 1892 was 174,506 and the average attendance 119,742. Six normal schools had been established, with a total attendance in 1892 of 1,015. A State university had grown from a feeble beginning to an established reputation among similar institutions in the United States. All this had been done by the people, at their own expense, by taxes levied upon property, the State having no general school fund derived from public lands donated by the General Government.

The State University of West Virginia was organized in April, 1867. Rev. Alexander Martin was elected president, with 4 professors. The school was organized with a preparatory department and the usual college curriculum. In 1868 there were 124 students in attendance. In the same year suitable buildings were erected at the expense of \$57,000, \$35,000 being appropriated by the State. In 1871-72 a building for the military department was erected, at a cost of \$4,000, adopted in 1888 for the use of the agricultural experiment station. Another large building was added in 1874, at a cost of \$41,500. In 1875 Doctor Martin resigned the presidency, and in 1877 Rev. J. R. Thompson, A. M., was elected to the position. In 1878 the departments of law and medicine were established, the latter enlarged in 1888 to a school of biology. In 1881 President Thompson resigned, and after the temporary service of Prof. D. B. Purinton was succeeded by Hon. William W. Wilson. During his administration of two years the institution was reconstructed into eight academic and two professional schools. President Wilson resigned in 1883 and two years later, 1885, Hon. E. M. Turner was elected president, which office he retained for seven years. In 1889 coeducation was established, as far as related to college studies. In 1892 additional buildings had been erected, at the expense of \$52,000, the entire outlay in building amounting to \$175,000. The campus of 18 acres commands a remarkable view of the beautiful country watered by the Monongahela River. By the passage of the act by Congress in 1887 for the agricultural experiment station, the institution received an additional income of \$15,000, to be raised eventually to \$25,000. The general control of the university is vested in a board of regents, one from every senatorial district in the State, appointed by the governor. Since the organization the university had been served in 1900 by 66 professors and instructors. The attendance in the first twelve years did not reach 166, with an average seldom above 100. Since 1881 it has steadily increased to 229. In 1892 163 had been graduated

from the academical and 97 from the law department. The first president was a native of Scotland. Presidents Wilson and Turner were both of Virginia descent.

In 1893 State Superintendent Morgan was succeeded by Mr. Virgil A. Lewis, who served the State four years. In his first biennial report, covering the two years ending June 30, 1893, and June 30, 1894, the new superintendent takes up the strain of exposing the defects of the State school system. "That educational system which expends thousands of dollars to maintain a State university and State normal schools and yet leaves whole counties in the State unable to have more than two or three months of primary schools in a year is a system which is radically wrong. There appears but one way to accomplish the desired result—to increase the State school tax by decreasing the State tax for general purposes." In 1891 the State superintendent was instructed to prepare a manual and graded course of primary instruction for the country and village schools of the State. Under this provision such a manual was prepared.

The West Virginia institution for training colored teachers was opened May 3, 1893, at Farm, Randolph County, with an academical and normal connected with an agricultural and mechanical department. Its attendance was 1 for every 637 of the colored population of the State. Of 13 private and denominational institutions of learning in the State Bethany College, at Bethany, was still the most important. The West Virginia State University in 1894, twenty-seven years after its establishment, reported 7,047 volumes in the library, 16 instructors, 21 women and 224 men in attendance as students, with 36 graduates at its last commencement, and a total property value of \$300,000. In 1893 the State made an educational exhibit at the World's Fair in Chicago. A respectable show of the result of popular education in the State was placed on exhibition in the 500 square feet granted for its reception. The recent superintendent, Dr. B. S. Morgan, with a committee of 14 of the leading educators of the State, was intrusted with the display.

One of the most valuable contributions to educational reform during the administration of Superintendent Lewis was his publication of a manual, West Virginia School Laws and Decisions. This volume, of more than 200 pages, contains the school law passed in 1881, with amendments for almost every year until 1894.

After four years of service, during which every section of the State had been traversed, Superintendent Lewis presented his final report for 1895-96. In this it appears that the number of youth from 6 to 16 in the State in 1896 was 296,517. Of these, 215,665 had been enrolled in schools, 89,825 being reported as out of school; 114,181 in average daily attendance. There were 47 independent, 381 magisterial, and 5,413 regular school districts and 4,750 schoolhouses. The total value of school property was \$2,462,196. Of the 6,219 teachers, 2,529 were women and 235 colored, only 237 of whom were graduates from the 6 normal schools. The average length of the school term was 5.55 months—111 days. The average salary paid the teachers was \$27.39 per month. The total amount expended for schools in 1896 was \$2,069,725.53; \$12.62 per capita on average daily attendance and \$6.12 for persons of school age. The average rate of taxation on \$100 was 37 cents and 3 mills in State and 22 cents and 4 mills in the local levy. The total valuation of property in the State had risen to \$215,669,937. "The State of West Virginia in 1896 expended the larger portion of its revenue for the education of the children."

During the administration of Superintendent Lewis the State made its first provision for the selecting and distributing of a series of schoolbooks.

The successor of Superintendent Lewis during the four closing years of the century was Mr. J. R. Trotter. During his administration more attention was given to the collection of school libraries. His reports, though crowded with suggestions for the strengthening of the weak places of the system, present on the

whole a hopeful view of the general condition of education in West Virginia. He says: "Within a decade an increase of \$750,000 has been made in the total expenditure, which in 1898 was \$1,960,413.54—all save \$349,982.22 from district levies. This, with added appropriations for special schools, including \$33,550 for the university and \$47,304.50 for the normal schools, raised the total expenditure in 1898 to \$2,103,768.04—\$6.48 per capita of enumerated pupils; the increase being 6 per cent in teachers' wages and 64 per cent in value of school property in ten years. The total enumeration of pupils in 1898 was 302,354, with 158,527 in daily attendance, an increase in ten years of 44.3 and 47.6 per cent, respectively. In 1897 the legislature had responded to the demand for a compulsory school attendance law, requiring all children between 8 and 14 to attend school at least sixteen weeks every year, with the result that in one county there was an increased attendance of 40 per cent. The general school fund in 1898 amounted to \$924,000, with an income of \$40,967.70, although West Virginia had never received the Congressional appropriation for common schools which began with Ohio and had been continued to all States afterwards admitted to the Union, with the exception of Texas. The State university in 1898 showed an increase of attendance of over 200 per cent and contained 9 courses leading to regular degrees, besides several in addition. Dr. Jerome Hall Raymond was president, with 23 professors, 3 assistant professors, and 15 instructors. During the administration of President Trotter the school system of the State moved with additional momentum, a gradual and healthy increase in all directions being noted. A compulsory school law enacted in 1897 had somewhat increased the attendance. Teachers' wages were crawling upward and school buildings improved. In 1897 there were 7,197 public school teachers in the State, of whom 58.9 per cent were men. The average length of the school term had reached 5.3 months.

From 1863 until 1900 the office of State superintendent of free schools had been filled by 11 gentlemen. An interesting portion of the official report of Superintendent Trotter is a biography of these gentlemen. The West Virginia School Journal since 1881 had been a valuable contributor to educational progress.

The decade closing with the century—1890-1900—was in all respects the most remarkable in the brief educational history of less than forty years of the statehood of West Virginia. So marked had these ten years been in material importance and the discovery of the physical resources of the State that the mother Commonwealth in several respects had been outstripped by her more vigorous and prosperous daughter. During this period the educational life of the Commonwealth had partially outgrown many of the defects which for thirty years had been the burden of the criticism of its more competent educators. The State University, including the agricultural and manufacturing departments, in 1900 was organized into 11 departments, one-half of them having been established during the past ten years and all the others improved. The attendance had risen from 203 in 1890 to 882 in 1901. The faculty was increased to 70 members, and it is claimed that the type of instruction and illustration had correspondingly grown. Forty-two college courses were offered to each student. The revenues from all sources in 1902 were \$220,000. The enlarged campus contained 25 acres, with a superb overlook of the valley of the Monongahela River. A farm of 100 acres had recently been added. The 10 university buildings are grouped around the original university hall. Presidents Turner, Reynolds, Knight, and Raymond had during the last years contributed largely to the development, and in 1901 Prof. D. B. Purinton, an alumnus of the institution and for several years a member of its faculty, was elected president, and Dr. John A. Myers, Ph. D., was made director of the agricultural experiment station. In 1895 preparatory schools of the university were established at Montgomery, Fayette County, and at Keyser, Mineral County. The 6 normal schools had been largely developed, and the

appropriations made in their behalf in 1902 amounted to \$382,579. They were all coeducational, with uniform courses of study. Their academic course prepared students for entrance to the university and the normal for practical teaching. In 1902 there were nearly 1,000 students, with 102 graduates. Since its establishment all the university departments had included 23,790 students and 1,704 graduates.

Of the West Virginia cities, Wheeling, the original public school city of the State, was still the most important. In 1900 it reported a school system in which each election district of the city was a subschool district. Under this arrangement there were 8 schools, each with 4 divisions. The high school contained 308 pupils, with a faculty of 9 instructors. The entire system was conducted at an expense of \$94,446.21. The cost per pupil on enrollment was \$13.78 and on average daily attendance \$25.35. Annual institutes were held for the benefit of the city teachers.

Next to Wheeling in educational importance is the city of Parkersburg, which in 1900 rated the value of school property at \$108,980; number of pupils enrolled, 2,117; number of teachers, 44. As early as 1859 a movement was made which six years later resulted in the establishment of a system of free public schools for the city. By a special law of 1882 a board of education of 5 members, selected for four years, was empowered to levy 50 cents on \$100 of valuation for teachers' salaries and 40 cents for all other purposes. This board was intrusted with complete authority to administer the educational affairs of the city, including a nine months' school term. The course of study required nine years before entering the high school, with three years in that institution. The city had been fortunate in securing able and successful members of the school board and superior teachers during the thirty-eight years of its educational history. Parkersburg was the first community in West Virginia to move in the schooling of the colored race. During the civil war a private seminary for this class of pupils in the city was maintained, which in 1867 was merged in the free school system.

In 1900 colored pupils had the same course of instruction as the white pupils, and the same standard of excellence for promotion was required. In 1884 a high school for colored youth was established, with a competent instructor at its head, from which 11 pupils had been graduated. This, in 1900, was the only public high school for colored persons in the State.

In addition to these, 12 cities are represented as supporting graded systems of instruction, of which Martinsburg, Huntington, and Charleston were the most important. The value of school property in Charleston, the capital, in 1900, was \$80,000, and the number of pupils 1,173, teachers 25. In 1900 the number of high schools in West Virginia had risen to 39, graded schools 813, common schools 5,186; total, 6,038. The unification of the school system had also made good progress.

Besides the school system the State of West Virginia in 1900 contained a number of colleges, of which Bethany is the oldest and probably remains the best. Twenty of these institutes, under different names, appear in the valuable History of Education in West Virginia, by Professor Whitehill, to which the reader is referred for details.

The State of West Virginia at the beginning of the new century appears with a total area of 24,780 square miles, 135 square miles in water surface. Its extreme length is 240 and its greatest breadth 160 miles. It is one of the most irregular in outline east of the Mississippi Valley, almost entirely mountainous or hilly, although the hills can often be cultivated to their summits. The number of farms was estimated at 75,000, and more than one-half the population of the State was engaged in farming. It is the favorite home of the blue grass. Its mining and manufacturing possibilities are enormous, fully two-thirds of the State being

underlaid with beds of coal. In 1890 the State was fourth in the Union in the manufacture of rolled iron and steel and tenth in the output of pig iron. In the production of coal it is only excelled by Pennsylvania, Illinois, and Ohio, and in natural gas its production is rapidly increasing. Its great variety of hardwood forests makes it one of the leading States in the production of this valuable lumber. The situation of the State, a mountain rampart between the East and Central West, in connection with its marvelous resources and rapid development in various forms of industry, combined with the educational history of the past forty years, justifies the most enthusiastic expectations for its eminent rank in the Union at a not far distant future.

MARYLAND.

During the four years of the continuance of the civil war, owing to the proximity to the city of Washington the political affairs of Maryland were largely dominated by the National Government. During the year 1864 the first serious attempt was made in Maryland toward the establishment of the American system of common schools for "all sorts and conditions of people." A convention representing the loyal element of the population placed in a new constitution, October 12-13, 1864, the following provision for education:

ART. 43. That the legislature ought to encourage the diffusion of knowledge and virtue, the extension of a judicious system of general education, the promotion of literature, the arts, sciences, agriculture, commerce, and manufactures, and the general melioration of the condition of the people.

ARTICLE VIII.—*Education.*

SEC. 1. The governor shall, within thirty days after the ratification by the people of this constitution, appoint, subject to the confirmation of the senate, at its first session thereafter, a State superintendent of public instruction, who shall hold his office for four years and until his successor shall have been appointed and shall have been qualified. He shall receive an annual salary of \$2,500 and such additional sum for traveling and incidental expenses as the general assembly may by law allow; shall report to the general assembly, within thirty days after the commencement of its first session under this constitution, a uniform system of free public schools, and shall perform such other duties pertaining to his office as may from time to time be prescribed by law.

SEC. 2. There shall be a State board of education, consisting of the governor, the lieutenant-governor, and speaker of the house of delegates, and the State superintendent of public instruction, which board shall perform such duties as the general assembly may direct.

SEC. 3. There shall be in each county such number of school commissioners as the State superintendent of public instruction shall deem necessary, who shall be appointed by the State board of education, shall hold office for four years, and shall perform such duties and receive such compensation as the general assembly or State superintendent may direct. The school commissioners of Baltimore City shall remain as at present constituted, and shall be appointed, as at present, by the mayor and city council, subject to such alterations and amendments as may be made from time to time by the general assembly or the said mayor and city council.

SEC. 4. The general assembly, at its first session after the adoption of this constitution, shall provide a uniform system of free public schools, by which a school shall be kept open and supported, free of expense for tuition, in each school district for at least six months in each year; and in case of failure on the part of the general assembly so to provide, the system reported to it by the State superintendent of public instruction shall become the system of free public schools of the State: *Provided*, That the report of the State superintendent shall be in conformity with the provisions of this constitution, and such system shall be subject to such alterations, conformable to this article, as the general assembly may from time to time enact.

SEC. 5. The general assembly shall levy, at each regular session after the adoption of this constitution, an annual tax of not less than 10 cents on each hundred dollars of taxable property throughout the State, for the support of the free public schools, which tax shall be collected at the same time and by the same agents as the general State levy, and shall be paid into the treasury of the State, and shall be distributed, under such regulations as may be prescribed by law, among the counties and the city of Baltimore, in proportion to their respective population between the ages of 5 and 20 years: *Provided*, That the general assembly shall not levy any additional school tax upon particular counties unless such county express by popular vote its desire for such tax. The city of Baltimore shall provide for its additional school tax as at present, or as may hereafter be provided by the general assembly, or by the mayor and city council of Baltimore.

SEC. 6. The general assembly shall further provide by law at its first session after the adoption of this constitution a fund for the support of free public schools of the State by the imposition of an annual tax of not less than 5 cents on each \$100 of taxable property throughout the State, the proceeds of which tax shall be known as the public school fund, and shall be invested by the treasurer, together with its annual interest, until such time as said fund shall by its own increase and any addition which may be made to it from time to time, together with the present school fund, amount to \$6,000,000, when the tax of 10 cents on the \$100 authorized by the preceding section may be discontinued in whole or in part, as the general assembly may direct. The principal fund of \$6,000,000 hereby provided shall remain forever inviolate as the free public school fund of the State, and the annual interest of said school fund shall be disbursed for educational purpose only, as may be prescribed by law.

On November 12, 1865, Governor Bradford appointed Rev. L. Van Bokkelen superintendent of public schools, with orders to report within thirty days a complete system of education for the State. The new superintendent proceeded at once to acquire such information as was possible concerning the actual condition of educational affairs in the 24 counties of Maryland. These counties contained an area ranging from 250 to 680 square miles and a population varying from 91,860 to 434,439 in Baltimore City. The total physical area was 9,660 square miles and its population 1,042,000, with great diversity of surface, from the mountains of the Allegheny on the north to the broad plain on the eastern shore. Seventeen of the 24 counties were virtually a seacoast district and 7 had the Patapsco River for their western boundary.

The new superintendent soon learned that whatever may have been the condition of educational affairs in 1860, the State had greatly suffered in this respect by the continuance of the four years of civil war. In addition to the burdens which this great conflict imposed on all the loyal States, there was the additional pressure from a considerable portion of the population of Maryland who favored the cause of the Southern Confederacy. The State had lived in constant apprehension of being made the battle ground of the contending parties, more than one important engagement having taken place on or adjacent to its northern boundary. While awaiting returns from his letters of inquiry addressed to the county authorities, the superintendent visited several of the Northern States to study their systems of public education and obtain copies of their State school laws. The reports from the counties were far from satisfactory. With few exceptions the school authorities were unable to reply to the larger number of the queries, because they had no system of reports from teachers or commissioners. The conclusion reached from what was received was that, in his words, "the information collected presents clear and unimpeachable evidence that we have to begin about at the foundation and recast anew the educational edifice."

In his preliminary address to the general assembly of the State the superintendent boldly faces the situation and proposes nothing less than a complete system of public instruction for the entire white school population, with an earnest plea that the colored children and youth, one-fourth the entire number in the State, should be included in its benefits. The fundamental principles of the system, according to him, should be: "(1) Education ought to be universal; (2) the education ought

to be free, and, therefore, (3) the property of the whole State is responsible for such education of every child in the State as will prepare him to perform the duties of a man and a citizen in obedience to the laws of God and the laws of the Commonwealth." The enthusiastic superintendent proceeded at once to put on paper "A bill to establish a uniform system of public instruction for the State of Maryland." It was elaborate, ideal, and in its way "a model system," covering 50 pages of legislative printed matter, with a "commentary" containing suggestions for the future as extended. It contained not only all the provisions of the common school system of the most advanced educational States in 1864, but additional features not even yet incorporated in the school laws of several of these Commonwealths. In its general idea of organization and administration it adopted the plan six years later followed by the State of Virginia. The supervisors for the counties and the city of Baltimore were to be appointed by a State board of education composed of the governor, lieutenant-governor, speaker of the house of delegates, and State superintendent of public education, the latter appointed by the governor with confirmation by the senate.

The schools of Baltimore and each county were to be under a school director. To this State board of education was given a power little short of absolute in the supervision of the entire educational affairs of the State, including academies receiving State aid or incorporated by the legislature. This school board was empowered to issue a uniform code of by-laws for the government of all schools under its charge. It appointed the officers of the State normal school and for cause could dismiss any school director. It supervised all the benevolent, reformatory, and remedial institutions receiving State aid and could act as investor and treasurer of any funds, State or local, in trust for education. The State superintendent, in addition to a larger sphere of duty than was then conferred on any official of his sort in the Union, was made principal ex officio of the State normal school, supervised the establishment of school district libraries, contracted for and issued all school text-books, and granted certificates for teachers, all on a salary of \$1,500 per annum, with no additional compensation for his clerk save personal expenses. The one school director for Baltimore and each county, appointed for a term of four years, was practically required to carry out whatever plan the State board might conceive, and could be suspended or dismissed for cause. This one official was burdened with duties practically impossible of fulfillment; his salary was determined by the city government of Baltimore or by the State board of education. Under this same direction a board of school commissioners for each county should be appointed by the State board, a body corporate elected for four years, each member to be supervisor of at least 15 schools. He was authorized to district the county, to distribute school funds, and generally to supervise education.

The New Testament was to be read by every teacher at the opening of his school. Every school district should have the power of imposing a local tax for the schools, not to exceed \$500. Schoolhouses should be built at the expense of the county. The schools should be in session at least six months of the year and free to all from the age of 6 to 19. Teachers were appointed by the district commissioners after certification of qualification. Children under 14 years of age should not be employed in any business without attending school six months in the same year. Text-books should be uniform and distributed at an advance of 5 per cent on their cost. Each county might establish a high school for both sexes, the State fund for subsidizing academies being available for their support. A group of colleges should be subsidized under the name of the State university and free scholarships be granted for their students. Strict provisions were made for the examination of teachers, and a teachers' institute should be held for ten days in every county containing 50 teachers. A State normal school should be at

once established, of which the State superintendent should be the principal, coeducational, at the extreme admitting 250 pupils. This elaborate system was to be supported by a State tax of 15 cents on each \$100, distributed per capita of the school population. This fund might be increased by local funds, county taxes, and a special tax for school buildings. The University of Maryland was composed of St. Johns, Washington, the agricultural college, and the Faculty of Arts and Sciences, of Baltimore, governed by a board of regents and a university council. Free scholarships of \$50 were established for State aid to college students. Schools for the children of colored citizens should be established by the city of Baltimore and each county, the taxes paid by the colored people to be added to the support by private funds until other arrangements could be made. All private and denominational schools should report statistics to the State board of education. It is unnecessary to remark that no State in the Union in 1864 was supporting a system of public schools so elaborate as that enacted by the legislature at the suggestion of its enthusiastic and devoted public servant. It will not be necessary to give in detail the results of the effort, continued during the following three years of what is known as the "reconstruction period," by the legislature to put this school law in force, with the inevitable failure to accomplish the great reform anticipated. The movement did undoubtedly wake up the educational public of the State to the importance of popular education as never before, while at the same time exciting to unusual activity the considerable body of influential citizens opposed to any serious change in the former educational policy of the Commonwealth.

One important act of the State board during this period was the appointment of Dr. McFadden Alexander Newell as principal of the proposed State normal school. In September, 1865, the attempt was made for the opening of the State normal school. Meanwhile Professor Newell, the principal-elect, visited the principal normal schools of the Northeastern States and labored intelligently to draft a plan suitable for Maryland. It was determined to furnish tuition and text-books to the students free of charge, and plans were considered for student aid. The State board proceeded to rent rooms and began the work. Doctor Newell's introductory report fully sets forth the situation in respect to the importance of a competent teaching force in the State. The State superintendent calls attention to the fact that despite all efforts at a solution "the schools of Baltimore city are conducted in direct opposition to the act of the general assembly. In almost every particular the school system of Baltimore was as thoroughly disconnected from the State board of education as from that of Virginia." The city authorities on education, with but one dissenting vote, had resolved that no change be made in the public schools of the city. The superintendent advised that the term of office of the Baltimore school commissioners be extended to four years and that they be appointed by the State board of education. He also recommended the appointment of a city superintendent of schools. He urged that the existing agricultural college of the State, which was deeply involved in debt, should be reorganized and the offer of public lands by the National Government for the establishment of agricultural and manufacturing colleges be accepted. He presented the claims of the colored children and youth, one-fourth the entire school population of the State, to participation in the benefits of the present system of public instruction. The great prevalence of the colored population of the Eastern Shore and southern counties of the State, for whom no provision was made, wrought a manifest injustice, by the appropriation of large sums of school money to these counties used only for a minority of white pupils.

The total assessment of 21 counties and the county of Baltimore in Maryland for 1865 was \$278,512,186, of which the city of Baltimore reported \$129,199,817.

The levy of the State school tax was \$417,798.45. The school population between 5 and 20 years was 182,205 white and 60,014 colored; total, 248,219. In several counties, mostly in the northern part of the State, the success of the schools was already assured, and in even the less hopeful districts their advocates reported progress and declared: "A good school in any district for a year is generally a decisive agency of universal education, and not unfrequently the most violent enemies are won over to the warm advocacy of the system." Outside the city of Baltimore 44,328 pupils were enrolled in all the counties, with no statement of the average daily attendance.

The State normal school was opened in Baltimore on July 15, 1866. A school building was rented and a house for the model and practice school. Eleven students appeared at the opening, all but one from Baltimore. At the commencement 48 had entered, one-third from the counties. Sixteen graduated at the commencement in June, 40 teachers of grammar and 12 of primary schools. In September, 1866, 48 appeared, and by December 20, 71 were on the rolls and 65 in constant attendance.

The five collegiate institutes, included under the general term "The University of Maryland," received a sum of \$14,200 for the free tuition of 120 young men and 22 young women. St. John's College, at Annapolis, had been revised and Dr. Henry Barnard, of Connecticut, invited to its presidency. The Baltimore Female College was established in 1849, with a building accommodating 100 boarders and 100 day pupils, and a course of study equivalent to that of a college for young men. The central high school for boys, of Baltimore, had extended its curriculum to include a full college course under the title "The Free College of Baltimore City." The Maryland Institute supplied a variety of schools for instruction in penmanship, drawing, and music, and had a library of 19,000 volumes, supplied courses of lectures for its several hundred active members, and especially was known for its department of design. It was considered worthy to be classed among the universities and colleges and received a yearly subsidy of \$3,000.

In 1867 the public schools showed an increase from 1866 in average attendance, 6,138; in number of teachers, 132; in teachers' salaries, \$48,577.12; in total cost of schools, \$47,197.98. Forty-five new schoolhouses had been built, 75 repaired, and 31 furnished with desks, besides a large number under contract. The entire school revenue for the year ending June 30, 1867, was \$30,460.66. The schools of Baltimore report 19,955 pupils enrolled, with 15,785 in attendance, 460 teachers, total expenditures \$195,829.16, at a cost of \$17.64 per capita. From 1831 to 1867 the expenditures for public education in the State had risen from \$192,978 to \$460,856. The number of women teachers was increasing, in 1867 there being only 276 more men than women. There were 122 students at the Baltimore Female College. In 1867 the normal school for teachers of colored schools had been established at Baltimore, housed in a large building. The colored public schools of the city were adopted by the city council in 1867 and were placed under the supervision of the city school commissioners. High schools had been established in three counties and free schools of an intermediate grade in one.

In 1867, by the adoption of a new State constitution, the public school system was declared at an end with the close of the coming legislative session, and it depended on this body to reestablish "a thorough and efficient system" in its place.

So far the first serious attempt to establish a complete system of public schooling even for the white children of Maryland had been carried forward under prodigious difficulties. By a change in the political attitude of the Commonwealth a new constitution was formed in September, 1867, which contained the following brief provisions for general education, under which the free schools of

Maryland have been developed to their present condition during the past thirty-six years:

ARTICLE VIII.—*Education.*

SEC. 1. The general assembly, at its first session after the adoption of this constitution, shall by law establish throughout the State a thorough and efficient system of free public schools, and shall provide by taxation or otherwise for their maintenance.

SEC. 2. The system of public schools, as now constituted, shall remain in force until the end of the said first session of the general assembly, and shall then expire, except so far as adopted or continued by the general assembly.

SEC. 3. The school fund of the State shall be kept inviolate, and appropriated only to the purposes of education.

In one respect the new deal in public education was a decided step forward. The appointment of Dr. M. A. Newell as State superintendent of education and principal of the State normal school was a most fortunate movement.

McFadden Alexander Newell was born in Belfast, Ireland, September 7, 1824. He attended Queen's College, Belfast, and was graduated from Trinity College, Dublin, when he was 21 years old. After teaching two years in Mechanics' Institute, Liverpool, he came to the United States and, in a short time, located in Baltimore, Md.

His first important position in Baltimore was professor of natural sciences in the City College—the high school for boys—which position he resigned to accept a professorship in Madison College, Uniontown, Pa. He returned to Baltimore in a few years and established a private school, which was largely patronized until the outbreak of the civil war, when Mr. Newell accepted the principalship of one of the largest grammar schools in the city. He went, subsequently, to Pittsburg, Pa., and, in connection with his cousins John and James Newell, established a large and influential private school. Here he remained until 1865, when he was appointed principal of the Maryland State Normal School, recently established by act of the legislature. Three years later he was appointed secretary of the State board of education and became ex officio superintendent of public instruction. He died at Havre de Grace August 14, 1893.

Superintendent Newell in his first report described the method by which, in September, 1837, the public schools entered on their work in a state of absolute uncertainty concerning the outcome of the general assembly in 1868. The new superintendent at once called attention to the central fact in any attempt to establish a system of common schools—the absolute need of a trained and competent body of teachers. In addition to the State Normal School he proposes an educational journal, teachers' associations, and institutes. He held institutes in fifteen counties during his first year's administration, and soon became in demand in the neighboring States of Virginia and North Carolina for this service. He also called attention to the irregular attendance of pupils on the school: "Not quite half of the children between 13 and 18 years of age are enrolled, and of them only about one-half in average attendance." As an educator in Maryland for more than twenty years he also claims the right to criticise the new school laws, especially in their failure to locate responsibility anywhere in the administration of the school system. In the reaction from the highly concentrated scheme of public schooling for 1864, the present legislature had vibrated to the opposite extreme. The State board of education had been abolished and the President of the State Normal School was burdened with a vast and indefinite duty of supervising the entire public school system of the State, according to him, now organized on the plan of locating authority nowhere. In short, the superintendent found in his new department of duty a legislature that represented a public sentiment which favored a tendency to dissipate rather than to concentrate power

in all public affairs. He recommended: (1) A State board of education composed of the governor, the chairman of the committees on education in both houses of the legislature, the principal of the State Normal School, and a member chosen by the faculties of the three State colleges from among their own number. (2) The school trustees of the districts should be appointed by the county board of education instead of being elected by the people. (3) There should be a competent State superintendent appointed, authorized to spend his time among the schools. (4) There should be only one school commissioner for eight schools and the term of service be four years.

The State Normal School was growing apace. In January, 1869, there were 118 students, 90 in average attendance, representing 22 counties and the city of Baltimore. A rise in the standard of admission reduced the number of graduates so that 81 had fallen away during the past three years.

But to offset all these defects the superintendent congratulates the State on the fact that "after a long and weary waiting they are now in possession of a school system which, though still imperfect, possesses one good element without which improvement is impossible. A system of free public schools, supported and superintended by the State, is now a part of the settled policy of the Commonwealth which no change of political parties will in all human probability ever disturb."

The Baltimore City superintendent of public schools, Mr. W. R. Crary, reports 120 schools, 559 teachers, 10,480 free and 12,297 paying tuition—22,777 in all—an increase of 1,625; 1,312 in the colored schools; \$408,558.24 total expenditure, \$22,166.66 for colored pupils. The public school system of the city of Baltimore dated from the year 1849, with 1,840 pupils, and by gradual development in 1868 had reached 104 schools and 5,300 pupils.

The history of the following seven years of the school administration, 1868-1875, under such superintendency as Doctor Newell in addition to his severe labors as principal of the State Normal School could give, is a record of substantial progress achieved under great difficulties. By perpetual appeals to the legislature the school law of 1868 was repeatedly amended, generally for the better, but only by gradual efforts brought to a state of real efficiency. By a new school law passed in 1870 the general supervision of the schools was given to a board of State commissioners, consisting of four persons appointed by the governor from among the presidents and examiners of the several county boards, and the principal of the State Normal School.

The county boards of commissioners after 1871 were to be appointed by the judge of the circuit courts instead of elected by the people, and their number was reduced to three in the smaller and five in the larger counties. The local trustees, styled district school commissioners, were appointed by the board of county school commissioners instead of being elected by the people. The county tax which the county board had the right to distribute was limited to 10 cents on a hundred dollars, and beyond that the county commissioners must be consulted respecting additional taxation. By a number of amendments to the school law in 1873 (1) the governor was made *ex officio* a member of the State board of education; (2) the State board was authorized to enact by-laws for the administration of the public school system, to remove incompetent teachers or examiners, and to add to the studies in which the teachers were to be examined for first and second class certificates such other branches as might be necessary; (3) teachers appointed by the district trustees must be confirmed by the county board; (4) the appropriation for the colored schools of the State was raised from \$50,000 to \$100,000; (5) \$100,000 was appropriated for a State normal school building, and (6) six counties were aided by the change of an academy to a public high school. The State board at once adopted a code of by-laws providing (1) for a new system of classification and a regular schedule of study from the rural, primary, and the lower classes of

the graded schools of the State upward; (2) a knowledge of geometry and elementary physiology would be required for all teachers after 1875.

The condition of public education in any State is fundamentally determined by what the people are permanently willing to pay for. After ten years of experience, including one entire change in the system, this condition was represented in Maryland by the following figures: Total expenditure for schools in 1866, \$566,866.60; in 1875, \$924,108.95. The State Normal School was the soul of the system. Begun on January 15, 1866, with 10 students, in an inconvenient hall, it grew with every year despite a constantly increasing difficulty in providing for the housing of the students. At the close of the first year the number of students was 48. In the succeeding years the number increased from 129 to 137, 144, 170, 163, 162, 146, 174, 207. During the first four years the appropriation for its support was \$8,000 annually. In 1870 it was increased to \$9,500, and in 1872 to \$10,500, exclusive of rent. On a salary of \$2,500, Doctor Newell built up the State Normal School with one hand and with the other supported the State of Maryland in the development of its new system of common schools. In 1875 the total number of pupils in State and city schools in Maryland was 142,900; in average attendance, 67,000. The entire expenditure for the common schools in 1875 was \$1,640,047.77.

The improvement in the agencies for the education of the colored children of the State had been great. The original system of 1865 made no account of them, although there were 87,000 of the emancipated in the State—in several counties one-half and in one or two a majority of the population. The second school law of 1868 gave the colored people the amount paid by them in taxes for the support of the schools, leaving to private philanthropy and friends from the generous in other States and countries to provide the remainder. In 1869 the city of Baltimore took the colored schools into the public system, supported at public expense. Superintendent Newell ventures the question that "If the State will follow this example it will cost more money, but will it not cost more to educate them for the penitentiary?"

By the new organization of the State board of education Doctor Newell, principal of the State Normal School, assumed the title of secretary of the board—the same as Horace Mann and all his successors in Massachusetts—and, like his illustrious predecessor, his fatherly care was extended over the entire system.

The endowment of Johns Hopkins University, in Baltimore, with three million dollars suggested that it would be possible to establish a system of county high schools and leave the colleges of the State in reach of this the great central educational institution of the Commonwealth. The year 1875, the tenth of the existence of the new common school of Maryland, is declared "a year of satisfactory progress and hope of performance." The death of Supt. W. R. Crary of the Baltimore city schools was a great shock. The city was passing through a movement of progress, including new buildings, the introduction of drawing, more attention given to English, and other notable signs of advancement. The school term of the State was being advanced from seven and one-half toward ten months. Despite the general depression of business during the year 1875-76 there was no serious diminution in the expenditure on the schools, the total expenditure being \$1,623,349.29, including the city of Baltimore.

The State Normal School, in its new and satisfactory building, reported 206 students. Principal Newell, ex officio State superintendent, returns again and again to the protest against combining the duties of the two offices. The unwillingness of the legislature to comply with his request was owing doubtless to (1) the expense and (2) the increasing conviction that the State had in Doctor Newell the one man in Maryland best qualified to be at the head of the normal school and to oversee the educational affairs of the Commonwealth. The Johns Hopkins University was getting into position and promised to supply the upper story of the educational

structure for the State. The population of Maryland, according to the census of 1870, was 780,894, of whom 175,391 were colored; of the city of Baltimore, 227,794, with 39,558 colored. In twelve counties the colored were one-half the entire population. The entire school population, from 5 to 20 years, was 276,120. There had doubtless been a steady increase of numbers during the eight years before 1878. In that year 156,274 pupils were enrolled in the city and country schools, and only 81,829 were in average daily attendance. In regard to the general handling of the school funds, it is asserted by Superintendent Newell that during the fifteen years that had elapsed since the advent of the school system nearly twelve millions of dollars had passed through the hands of forty different treasurers, not only without the loss of a single dollar, but without one important mistake in its direction.

The common school system in the counties had almost abolished the old-time private schools and partly crippled the academies. It was therefore of the first importance that the graded school with a secondary department or high school annex be developed to supply their place. The Maryland Institute, in Baltimore, had become "one of the most reliable educational institutions of the State." It is claimed that this was the first and largest art school in the country, and hope is expressed that it might become the best. The Johns Hopkins University in its fourth year had 145 students, and great satisfaction is expressed over its attitude toward the public school system of the State. The State Normal School had sent forth 567 students, who had taught each two years. A short summer session was held for the accommodation of teachers whose schools closed in April.

The chronicle of the decade from 1870 to 1880 suggests a comparison in the superintendent's report for the latter year which was certainly very encouraging to the friends of universal education in Maryland. During these ten years there had been an increase of population of the State of 19.7 per cent, from 780,894 to 934,943. The increase in number of public schools had been 41 per cent, 1,360 to 1,919; in teachers 40 per cent, 1,664 to 2,326; enrollment 47.5 per cent, 77,454 to 114,365; average daily attendance 43.5 per cent, 40,150 to 56,361; total expenditure 21 per cent, \$728,058 to \$886,378; county taxation 35 per cent, \$262,668 to \$355,052. By 1880 the common school system of Maryland was fifteen years old, had outlived the perils of infancy and early youth, and as far as its methods of organization, supervision, and administration were concerned had evidently "come to stay."

During the ten years from 1880 to 1890 nothing happened to seriously disturb the growth of what had been so well inaugurated. In 1888-89, the closing year of Doctor Newell's administration, the State appropriations had not materially increased from 1881; indeed in 1889 were only \$1,000 in excess. But the county levy had risen from \$389,240 in 1881 to \$500,783 in 1888. The total expenditure in 1881 was \$1,604,580; in 1889, \$1,819,352, the excess largely caused by the increased county levy. The Commonwealth as late as 1890, twenty-five years after the beginning of the system, experienced the revival that promised to bring forth its resources in a very decisive manner. That action was acknowledged to be largely dependent on a revival of material prosperity in the old Commonwealth, which had suffered so greatly by its extreme conservatism in industrial affairs up to 1860 and by the demoralization of its people through the decade ending with 1870. By 1890 a new era of prosperity had dawned on the great city of Baltimore, in which was stored a great majority of the available wealth and the forces of the higher civilization of the State. With the increasing prosperity of Baltimore and its steady growth to one of the great educational centers of the country came in a new sense of the importance of universal education through the entire Commonwealth.

From 1881 to 1889 there had been an increase in the school enrollment of the

State from 158,900 to 179,460, of which Baltimore showed 47,048 and 59,506. The daily school attendance had risen from 73,739 to 99,220. The average number of months in the school term was $9\frac{3}{4}$; 10 in Baltimore, and $8\frac{3}{4}$ in the counties at the latter date. \$60,531 in the cities and \$79,441 in the counties was expended for colored schools in 1881; in 1889, \$98,565 for the counties and fully as much for the cities. In 1881, \$174,638 was expended in school buildings, \$86,000 in counties and \$88,000 in the city, and \$190,922 in 1889, \$105,000 of which was by the counties, by which we may infer that the movement for reforming the primitive arrangements for housing school children already described had gathered force as the years went on. The number of pupils in the sixth grade in 1889 was 4,125. From these statistics we must infer that the public school interests of the State had hardly kept pace during the decade 1880-1890 with the increase of population; the population in 1880 being 934,627 and in 1890 1,342,290.

The State Normal School had grown until every seat in the building was occupied, with the attendance well divided among the counties. The institute work had been pushed with vigor in the more progressive parts of the State, and the Teachers' Reading Association, district and county libraries, and the support and circulation of the Educational Journal were all factors on the side of improvement.

The establishment of Johns Hopkins University in Maryland had so increased the opportunities for the higher education of its own men and through its system of popular lectures of the young women of the State that the interest in the revival of the old colleges by public support had partially spent its force. The State Agricultural College was learning to become what its name included, an agricultural and mechanical school. St. John's College started out with the intent to become a polytechnic school. Washington kept on in its highly respectable but moderate gait with some 40 pupils a year. Johns Hopkins, even at its beginning, with an outfit of three times the sum of the annual expenditure of the State for common schools, was proving its capacity to deal with the entire field of the higher education, reenforced by the Peabody Institute, the Maryland Institute, and the newly established College for Women in Baltimore. The superintendent in 1881 urged the appointment of a legislative committee to take into consideration the entire policy of the State toward the secondary and higher education. The belief was expressed in 1888 that the establishment of an agricultural experiment station in connection with the agricultural college and the organization of the board of trustees and the appointment of a president abundantly qualified for his difficult position would commend the institution to the hearty support of the people. Johns Hopkins University in 1888 had a faculty of 57 teachers and an attendance of 420 students—199 residents of Maryland, 96 from 36 other States, and 24 from foreign countries. Its attendance had risen from 89 in 1876-77 to 420 in 1887-88. Of the students, 231 were graduates from 93 different colleges and institutions of learning, 127 candidates for the degree A. B., and 62 special students. The average attendance on the public lectures had risen from 60 to 192. It was demonstrated that much of the need for the higher education was now for the first time being supplied in the State.

Among the details of the history of the public schools from 1880 to 1890 may be mentioned the printing by the State superintendent of the statistics of illiteracy in Baltimore in 1881. In that year there were 23,433 children and youth of school age growing up without school education, apart from those who had received a partial training in early youth. In 1874 Doctor Newell, in connection with Superintendent Crary, of Baltimore, had established the Maryland School Journal. These gentlemen had also been associated in the authorship of a series of school readers. The death of Superintendent Crary, of Baltimore, left this work on the hands of Superintendent Newell. It is doubtful if during this period of fifteen years

that the journal was under the editorial supervision of the State superintendent there was a more vigorous and inspiring publication of its sort in the country.

The year 1885 is noted in the annual report of the State board of education as the twentieth anniversary of the establishment of the public school system in the State. The report was used especially to give a record of the progress of school legislation. The successive acts of the general assembly in response to the annual representations of the superintendent are noted. The most important of these were (1) by the laws of 1870 and 1874 conferring ample powers of a general supervision of schools on the State board of education. (2) In 1870 district trustees were appointed by the county school commissioners. (3) In 1872 it was enacted that there should be one assistant examiner in counties having more than 85 schools. (4) In 1870 the number of county commissioners of schools was reduced to three in the smaller and five in the large counties. (5) In 1872 the supply of school books was left to the discretion of school boards. In 1884 the city of Baltimore made school books free. (6) In 1874 the county commissioners were given power of confirmation and rejection of all teachers appointed by the district trustees. (7) In 1872 and 1873 appropriations of \$50,000 and \$100,000 were made for the education of colored children and youth throughout the State. (8) The transfer of the old-time county academies to public schools had been anticipated in most of the counties by mutual consent. (9) An improved system of certification and a regular schedule of study for primary schools had been adopted by the State board of education.

One of the important institutions of the State is the McDonogh Institute, opened in 1873, founded by the gift of John McDonogh, a native of Baltimore and for many years a resident of New Orleans, La. In the record of schools in Louisiana, in Chapter X, report 4, State board of education, pp. 1900-1901, will be found a full account of this remarkable man. His donation to Baltimore in 1875 amounted to \$973,228. In this institution 60 boys were in attendance, the number being limited to 100. These students were supported entirely in the institution and given a proper high school education. In addition a bequest of Dr. Barnard of \$30,000 was used for a manual-training department. An institution, the Academy of Sciences, founded in 1859, only awaited an adequate building for the display of its valuable collection of natural history. The year 1885 was also made memorable by the gift by Mr. Enoch Pratt to the city of Baltimore of \$1,145,000 for a free public library. A central building and four branch buildings had been erected and filled at once with 32,000 volumes. The city accepted the gift, which was made on condition of an appropriation of \$50,000 annually for the support of the library, free to all the people. The call of Mr. Louis Steiner, of Frederick, to the office of librarian was a fit tribute to one of the best-known friends of education in the State.

In 1886 the general assembly of Maryland joined the increasing number of legislatures which, during the past twenty years, had provided by law for instruction in physiology, with special reference to the use of alcoholic drinks. The State Normal School had reached its limit in the education of pupils, 200 being all that could be included with the present arrangements. In 1886 the legislature responded to the persistent demand of the State board of education for more money by enacting a law by which the State school tax should be 10.5 cents instead of 10 cents on \$100, and added \$25,000 to the \$100,000 already appropriated for the education of colored youth. This appropriation was said to amount to about the same per capita for the colored as the regular distribution to the white pupils. The colored schools still suffered greatly for lack of competent teachers, the colored normal school at Baltimore, a private institution, being generally filled with Baltimore students who could not be persuaded to go to the country districts as teachers. In 1886 Caroline County reports progress under the able

superintendency of Examiner D. B. Stephens, and Examiner Alexander Chaplain had become identified with the best interests of education for both races in Talbot County. In the year 1889 occurred the retirement of Dr. M. A. Newell from the positions of principal of the State Normal School and ex officio State superintendent of schools, which he had held with such distinguished ability and marked success from 1868, a period of twenty-one years. This long and honorable service had so identified Doctor Newell with the birth and development of the common schools of Maryland that it is as difficult to think of the cause of popular education in that State apart from him as to recall the history of the people's schools in Massachusetts and Connecticut without the names of Horace Mann and Henry Barnard. On his retirement Doctor Newell removed to the city of Havre de Grace, Md., where, with his accomplished wife, a graduate of the State Normal School, he conducted a private seminary until his death on August 14, 1893.

The successor of Doctor Newell in the twofold position of principal of the State Normal and superintendent of the common schools was Mr. E. B. Prettyman. This gentleman was called from a long experience in the conduct of private seminaries in the State, where he had become an influential friend of education and a public man of large experience. He signalized his first report, for 1890, by urging that the tax levy for the common schools should be 12 cents on \$100, and holding forth the increase of the county collections as an example of liberality to the State. In 1890 there were in Maryland 2,189 common schools, with an enrollment of 184,251 pupils and an average daily attendance of 102,351, one-third of the number being in the city of Baltimore, 63,575 enrollment and 39,664 in daily attendance. This multitude of children and youth were under the instruction of 3,836 teachers. The schools were open on an average of 9.2 months—10 in the city and 8.8 in the counties. The entire income from State and local taxation and other sources was \$1,942,197.33, of which \$915,720.77 was expended in Baltimore, an increase of \$107,165.59 over the previous year; \$167,428 had been paid for building, repairing, and furnishing schoolhouses, nearly one-half where it was most needed, in the counties.

The decade from 1890, the year of the accession of Superintendent Prettyman, was on the whole auspicious for the cause of popular education in Maryland. The great work of organizing the system on right lines and committing the people to a policy of educational expansion had been so well done by Superintendent Newell in his twenty-one years connected with the public schools that it was only necessary to take advantage of every occasion for the further development of the system. Superintendent Prettyman vindicated the wisdom of his selection by his policy assumed at the beginning, of "giving more attention to teaching than words."

By a careful estimate of public opinion he was able at any decisive opportunity to cast the entire weight of his position into the scale of reform. When Superintendent Newell retired in Maryland he left behind in the body of school examiners, the county superintendents of public instruction in the 23 counties of the State, such a body of men as certainly did not exist in any Southern, and might have been hunted for without success in a majority of the Northern States. Superintendent Prettyman used this exceptional group of assistants to the best advantage by requiring from them every year a detailed account of the schools of their districts and making copious extracts from their communications in his annual reports. In this way several of the most important reforms had been advocated. In 1891 the total expenditure for schools was increased by \$294,967 to \$2,237,164.33. There was an increase of 4,963 pupils enrolled and 3,819 in daily attendance, of 141 teachers and \$61,717.30 in their salaries, with \$219,190.20 increase in buildings. The population of Maryland, according to the census of 1890, was 1,040,153—218,000 of whom were colored. The city of Baltimore claimed

a population of 434,246, of whom 67,326 were colored; which added to Baltimore County, 72,907 white, and 10,367 colored, gave to the city and county of Baltimore in 1890 one-half the entire population of the State.

The State superintendent's report of 1892 contains an elaborate history of all the colleges and academies of the State which receive public subsidies from the legislature. The attendance in the colleges had rallied—Washington 96, St. John's 172. The State Agricultural College reports favorable progress.

The total expenditure for public education in 1893 was \$2,288,229, an increase of \$119,922.74, largely the contribution of the city of Baltimore. The reports of Examiners Stephens of Caroline and Chaplain of Talbot counties are especially noticed in the report of the State superintendent. The death of the late superintendent of public schools, Dr. M. A. Newell, at Havre de Grace, in 1893, was remembered at the state association. The increase of expenditure for the common schools during this decade had become almost a matter of yearly occurrence. In 1894 it amounted to \$59,782, the total being \$2,348,011.71. A steady increase of the school population enrolled and in daily attendance was also noted. In 1895 Caroline County, under the administration and intelligent supervision of Examiner Stephens, appears as the banner county of the State in school libraries, 41 schools with and only 8 without, 4,000 volumes in all. Washington College, the oldest in the State, had fallen into the modern tendency by becoming a coeducational institution, and in 1895 graduated its first young woman. In 1896 the State school funds took an unusual leap in addition, with \$261,784.26 increase; total amount, \$2,650,265.59. The increase of population enrolled was large, 14,618. A free text-book bill was passed by the legislature in 1895-96. The cost of the books was to be borne by the counties, in part met by an appropriation from the State of \$50,000. The normal school was crowded by an attendance of 414 students, and the principal again urges the appointment of a State superintendent of public instruction, Maryland being the only State in the Union that combined the duties of these two important positions. The superintendent denies that the passage of the free text-book law was an error in the building of the common schools of the State. One examiner declares that the average school attendance has been increased 23 per cent thereby, and all the counties report in this direction.

Superintendent Stephens presents an important phase of the subject, the shutting up of all the schoolbooks of the children during vacation. This was a serious matter in the counties where the schools were in session only five, seven, or eight months. Every child should finally own every schoolbook he has ever handled, for its value in many ways will be appreciated more every year. An important event among the colleges was the movement of Washington College for a department of pedagogy and a normal course of study extending over three years. A large and commodious building was erected and furnished for the women students, and 14 free pupils had been received. There were 92 students, all but one of the nine counties of the eastern shore having availed themselves of the provision for free tuition. Miss Katherine K. Hobbs, of Federalsburg, was appointed as lady principal of this department. Miss Hobbs for a number of years had been a teacher widely known in the region in which this institution was established. One of the most valuable literary contributions made by Superintendent M. A. Newell to the cause of education was a paper of 34 pages in the Maryland School Journal of 1877, entitled, "Early legislation in behalf of public education in Maryland."

In 1898 the superintendent announces the fact that the State of Maryland is practically out of debt and that it is a favorable time to call for an increase in the school-tax levy. This call was responded to by the increase of \$349,402.81 to the total expenditure for the school system, making \$3,052,326.86, and an increase of

teachers' salaries of \$93,785.75, with the usual addition to the enrollment and average attendance. The appropriations for colleges and academies in 1897 were unusually liberal. Among them was a gift of \$50,000 a year for two years to Johns Hopkins University. The annual appropriation to the State Normal School was made \$20,000, out of which the salary and traveling expenses of a State teachers' institute conductor was to be paid. An appropriation of \$20,000 was made for the erection of buildings for a second State normal school at Frostburg, Allegany County, and \$5,000 annually for its support. The general appropriation for the year included \$150,000 for colored and an increase of the State tax for white schools. The State school appropriation in 1898 amounted to \$602,957.

It has been well said that the ideal condition of an American State system of public schools in its relation to public affairs is found where every political party is compelled to offer the people superior educational advantages in order to gain the popular vote. Despite the exciting political conflict that during the closing years of the century twice upset the reigning political administration of Maryland, these four years were more fruitful in radical school legislation than any previous decade since the close of the civil war. Among other and less important enactments between 1896 and 1900 we note (1) the appropriation of \$150,000 by the legislature to purchase schoolbooks for free distribution and the furnishing of the schools with free text-books on civics; (2) a law authorizing the governor of the State to appoint county boards of school commissioners with a term of six years' service; (3) most important of all, the long-delayed establishment of a State superintendency of instruction, and, in 1900, the elevation of Mr. M. B. Stephens, commissioner of education in Caroline County, to the State superintendency. By this arrangement Mr. E. B. Prettyman was retained as principal of the State Normal School. Another important new departure was the establishment of the second State normal school, located at Frostburg, in the northwestern portion of the State. During the same period Mr. Henry A. Wise retired from the superintendency of the public schools of Baltimore, and Prof. James H. Van Sickle was appointed in his place. The two governors, William Lloyd Lowndes and John Walter Smith, both appear in the proceedings of the State Teachers' Association and the convention of county school commissioners as active workers in the good cause. In 1900 the whole number of schools in the State for the previous year was 2,519—185 in Baltimore. Of 222,373 children and youth of school age, 194,332 were enrolled and 134,400 in daily attendance—65,289 and 53,728 in Baltimore. Of the 5,116 teachers, 3,314 were outside the city. The average term of school session was 9.3 months—10 in the city and 8.7 months in the counties. The total receipts from all sources for public education were \$2,951,723.85, and the expenses for all public school purposes were \$3,022,908.61.

Superintendent Stephens began his administration by a report to the State board of education in 1901, the term of office being four years from May 1, 1900. As early as 1898 the legislature had taken the first steps toward the relief of the overworked double-headed official by the appointment of Dr. Samuel E. Foreman as State institute director. The teachers' institute, which had been suffering for lack of administration under this direction, had been revived in all the counties. An important department of the work of Mr. Stephens was the superintendency of the county institutes. For the first school year most of his time was spent in visits of three to five days in each county, holding one for a single week. He declares that public education has become much broader in its scope and character than formerly and the public school is fast becoming a greater factor in the comprehensive education of the children. A new course of study was prepared as a standard for all the counties and in most respects conformed to the recent report of the "committee of fifteen" of the National Educational Association. The general assembly of 1898 had recognized the subject of manual training in the

schools and provided an appropriation of \$1,500 for one school for white and one for colored pupils in each county. The first school was established by Commissioner Chaplain in Talbot County and at the close of the year sixteen of the counties were arranging for similar schools. Along with the renewed interest in teachers' institutes had come a revival of the Teachers' Reading Circle, with the establishment in several counties of teachers' libraries.

The unusual labors of the new superintendent resulted in a severe fit of illness, which for several months removed him entirely from the field of labor, and the report of the State board of education for 1902 does not contain any communication from him. The statistics both of city and county reveal no considerable increase in any department save in total expenses for the State of an increase of \$154,035.76, and in the city of Baltimore of \$72,842.09. The death of Mr. J. M. Cushing, of Baltimore, was commemorated at the annual meeting of the teachers and school commissioners. Mr. Cushing for many years had been identified with public school work in State and city, was a member of the State board of education, a personal and intimate friend of teachers and school officials, and a faithful servant of the State in all movements of an educational character. The State board of education in 1902 adopted a unanimous resolution of confidence in the principal of the State normal school, Dr. E. B. Prettyman, and pledged that the school should be conducted in accordance and harmony with his views, and that his decision on the conduct and discipline of the school should be final. In the year 1902 the State appropriation for public education was \$625,000—\$150,000 for colored schools. A compulsory education law was passed affecting children from 8 to 12 years of age and youths from 12 to 16, unless engaged in labor. The teachers of district schools appointed by the district school trustees were to be confirmed by the board of county examiners. This board was authorized to establish libraries and reading rooms in county seats and other towns by a tax of from 5 to 7 cents on \$100, and a board of nine library commissioners appointed. In 1900 the State of Maryland, exclusive of the city of Baltimore, was supporting 2,357 public schools with 144,345 pupils, of whom 81,112 were in daily attendance. The schools were under the instruction of 3,360 teachers, and were in session 8.5 months in the year. The receipts for the same portion of the State were \$1,462,663.13, of which \$962,152.40 was paid for teachers' salaries and \$104,053.56 for school buildings. The result of thirty-five years since the close of the civil war, not only in the expenditure of money and increase of school attendance but in the general organization and administration of the educational affairs of the State, the quality and breadth of instruction, and a remarkable expansion of the facilities for higher education, had placed this Commonwealth well alongside the most favored States of the Union.

In no State of the Union has the influence of its chief city in the development of the public school system of the Commonwealth been more pronounced through the Commonwealth than in Maryland. In 1890 the city of Baltimore reported 79,659 of the 224,004 pupils in school attendance, and an expenditure of \$1,322,964.03 of the total \$2,792,027.16 upon the public schools of the State. Only the lack of space prevents an extended review of the deeply interesting history of the building up of that combination of institutions which makes Baltimore to-day the foremost of educational cities of the Southern States, and in some respects a rival of the metropolitan cities of the Union, of which it is still the sixth in population.

One of the first and the only practically successful effort toward the enforcement of the public school law of Maryland for 1825-26 was in the city of Baltimore. Indeed, it is doubtful if this abortive scheme effected any permanent lodgment outside that city. In 1829 a feeble attempt was made to inaugurate public education in the city by the establishment of a few schools conducted on the monitorial plan. The plan contemplated the establishment of four male and female schools

held in hired rooms, and provided over all one master or mistress with the aid of the more advanced pupils. At the end of its first ten years' experimenting the monitorial system of instruction had come to its inevitable end. But in this exigency the intelligent friends of public education came to the front with the abolition of this method of instruction and especially the establishment of a boys' high school.

In 1839 the commissioners of the public schools were ordered to establish a school where "the higher branches of English and classical literature could be taught." In this way the school successively named the High, the Collegiate High, and the Baltimore City College, was established under the principalship of Mr. Nathaniel C. Brooks. During the following thirty-seven years this school was occupied largely in fighting its way up to a permanent home in spacious buildings next door to Johns Hopkins University in the most conspicuous portion of the city. The school had increased in numbers in 1849 to 232 students with 7 instructors. But for years the 20 school commissioners appointed by the city government in this department made perpetual protests against the loose financial habits of their masters in the city council. Not more than half the money voted for education was collected at all, or, if collected, was turned over to the use of the public schools. As a consequence, the board was under a perpetual burden of debt, and it was not until after incessant protest that the city government was seriously brought up to the idea that the common school was more than an amiable fad of certain eminent gentlemen working in behalf of the lower classes of the city. In 1875 the high school reported an attendance of 425. The boys were admitted at the age of 12 and under circumstances that compelled the policy of dealing with the material not in accordance with a school so named. In 1852 the rush of pupils was so great that the standard of the public grammar schools was raised to prevent the institution from being swamped by incompetents. A reorganization was effected and seven grades of study arranged and the teachers were styled professors. The students were permitted to choose between the English and classical courses, with permission to change within three months. In 1857 Dr. Thomas D. Baird was appointed president of this institution, and he held the position with great success for sixteen years, until his death. Doctor Baird died in 1873. During his administration an effort was made to lift the central high school to the dignity of a college. The name was changed to Baltimore City College. In 1866 a fifth year was added to the course and the former grades in the common school were raised. The successor of Doctor Baird was the professor of mathematics, Mr. William Elliot, jr. He had been in the service of higher education in Baltimore for twenty-three years. Doctor Elliot died in 1890, having held the office of president of the City College for twenty-seven years. For thirty years he had been connected with the schools and had put heart and soul into their development. A small number of the graduates of this school have been utilized in the male contingent of the city school teachers. The English course was dropped and Latin made compulsory in every class, with French and German. In 1894 the faculty consisted of President Soper and 14 professors.

It was one of the accepted claims of Baltimore to educational foresight that within five years after the establishment of the boys' high school there came up one and soon after another similar institution for girls. The establishment of these two free high schools was one of the most popular acts of the leaders of the rising system of common school instruction. They at once were crowded with students and have always been the pride of the city. These schools have always been favored by the city, and one of them was at the time better housed, perhaps, than any similar school in the State. Baltimore was the first American city to introduce this feature of the common school system, a girls' high school. In other cities there had been probably high school grades for girls in the grammar

schools, in the educational and coeducational public high schools, as in New York, for many years, but Baltimore was the leader in establishing a separate department of the system for the secondary schooling of its young women. Soon after the establishment of these schools an attempt was made to meet the exigency of a professional class of teachers by a normal class held on Saturdays, in which instruction was given largely by a review of previous studies and in some cases professional education supplemented by practice. This Saturday normal class has perpetuated itself in an amateur fashion through varying success and failure. Every city superintendent of schools has urged the establishment of a proper training and practice school for teachers, but for many years there seems to have been an unaccountable prejudice in the city against such an institution. An additional power was given to the girls' high school as an inducement to pedagogical training. The public schools of Baltimore were not free in the sense of the absence of a tuition fee. As late as 1850 a considerable and probably a large number of youth were kept out of school by the variety of reasons which serve as an excuse for such neglect or abuse of parental authority. It must have been from this cause to an appreciable degree that the common school increased so slowly that, in 1848, twenty years after its establishment, there were only 6,339 pupils, 39 male and 52 female schools, supported at the moderate expenditure of \$59,459.

In 1849 the district primary school department of the public schools of Baltimore was first established. The schools continued to grow with the natural increase of the city. In 1855 an English course was added to the boys' and a course in modern languages to the girls' high schools. The receipts for tuition amounted to some \$25,000, and only \$100,000 was accepted from the city. The high schools for girls prospered, and a new building was furnished. Of 11,441 pupils, 8,163 were paying and 3,733 free. The irregular attendance on all the schools was a serious fault. In 1856 18,800 had appeared at the schoolhouse doors, and had been enrolled, while not 10,440 were in regular attendance. In 1857 the expenses of the school board increased to \$143,600, \$22,000 from tuition fees and only \$92,000 being available for the schools. A night school had been established, which for several years continued with varied success—more than once suspended. The Peabody Institute of Baltimore, then in its early years, admitted 50 pupils of the boys' high school free to its lectures, and the Maryland Institute extended the same courtesy to the girls. The streets, according to the charge of the school board, were swarming with vagrant and unschooled children. Of the 20.5 per cent of public moneys appropriated by the city government only 12.5 was collected and passed over to the educational fund. Forty-eight girls of the female high school entered the Saturday normal class. Of the \$1,000,000 voted for the expenses of the city government only \$367,000 were actually collected, and of the \$225,000 assigned to the school fund one-half was lacking.

The general superintendency of the common school system of Baltimore up to 1860 had been required as a special work of the office of treasurer, who, in addition to his laborious function of "making two ends meet" in finance, was expected to visit, inspect, and report concerning the schools of all sorts.

The Rev. S. N. McJilton, who for many years filled the office of treasurer, exerted himself to the uttermost to perform this duty, and in his annual report, really an elaborate lecture, discourses with great directness and with the display of a wide acquaintance with educational affairs. In 1860 Mr. George W. Eaton was president of the city school board. In 1866 the girls' high schools of Baltimore were among the few seminaries of this sort in the country, and one of the buildings was declared the best public school building in the State. George Peabody had been received in the city with great honors by 100,000 people and a procession of 20,000 school children, and Mr. Peabody declared it "one of the happiest days of his life." Mr. Peabody had given \$500,000 to the Peabody Institute and \$1,000,000 to the

city. His educational and charitable bequests, amounting to \$12,000,000, were at that time probably the largest sum ever given by one man for the education of the whole people. The establishment of schools for colored people in Baltimore dates from this period. There were 8,000 of school age in the city, and only one-half had been gathered in schools under white teachers. At first the main support came from an association of benevolent people in Maryland and Pennsylvania, to which the taxes paid by the colored people were added. In a short time the city commenced subsidizing the schools, in which it was followed by the State. The movement was greatly retarded by the difficulty of obtaining teachers, the inconvenience of rented buildings, and the indifference and jealousy of the colored people. The schools were graded, a high school finally supplied, and schoolhouses built; but the city until a recent period has adhered to the policy of placing these schools under white teachers.

In 1868 for the first time the city of Baltimore conformed to the almost universal practice of American cities in the appointment of a superintendent of public instruction. The persistent demand of the school board had finally enforced the necessity of appointing a prominent school man to supervise the schools. Prof. W. N. Crary, of the Baltimore City College, was appointed to the place, and under his energetic and intelligent administration a decided advance was made along the whole line. In 1868 there were 121 schools, with 555 teachers and 23,000 pupils in regular attendance. The system was supported at an expense of \$431,000. The new superintendent made heroic attempts to check the evil of sending unprepared children of 12 years of age to the high schools. An assistant superintendent was appointed to lighten the duties of his superior. In 1875 the city government began to build schoolhouses for colored schools, and already it was expending \$50,000 annually. President Baird, of the City College, died, and Doctor Elliot was appointed in his place. With a population of 302,874, Baltimore had a school population, 6 to 18 years of age, of 77,737, of whom 39,069 were enrolled and only 23,300 were in average attendance. Three thousand five hundred colored pupils were instructed by 65 white teachers. The death of Doctor Baird was followed a year later by that of Superintendent Crary. This admirable school man was a native of Pennsylvania and had been for thirty years connected with the public schools of Baltimore. His place was supplied by Prof. Henry E. Shepherd, of the City College.

Professor Shepherd was one of the most cultivated and socially attractive of the numerous able and devoted school men who, during the past seventy years, have been connected with the public school system of Baltimore. His ideals of teaching and hatred of sham and pretense in all their varieties, his idea of the importance of thorough supervision of schools, and especially concerning the absurdity of crowding the education of a generation, were all decidedly up-to-date and expressed with very little reserve. The superintendent believed that the classics, history, and English literature were neglected in the City College, and that mathematics, superficial science, and so-called practical studies were taking their place. His administration is a record of an earnest, even consecrated, attempt to elevate the quality of instruction and in all ways the character of school work in Baltimore. His resignation and subsequent career as president of the Charleston, S. C., City College, with a wide reputation as a charming teacher in the summer schools of the North and the abiding respect of all lovers of good education in Baltimore, was a fit testimonial to his work. His resignation came in 1893, and his assistant superintendent, Henry A. Wise, of Virginia, was appointed in his place.

A committee of investigation appointed by the city government to report on the condition of the schools found much to commend and less to condemn than the uniform reports of the school board and superintendent of instruction would indicate. In 1868 the State school tax of 10½ mills and the distribution of its avails

through the Commonwealth according to the per capita school population, carried out of Baltimore \$152,000 raised by the city for education. It was a credit to the city that under this condition it led the way in the schooling of its colored children at a cost larger than the entire expenditure for its own common schools for twenty years after their establishment and for a time by private subscription until the city government was wakened up to its obligation. The condition that confronted Superintendent Wise when he assumed superintendency of the Baltimore school system was enough to challenge even the fiery temper of his illustrious uncle, Henry A. Wise, of old Virginia fame, whose rousing letter to his own constituency in Accomac County on popular education is one of the most effective educational demonstrations of that generation. Seven years after his appointment the city of Baltimore had a school population of 110,731, from 6 to 21 years of age. Of these, 61,545 had appeared at the doors of the common schools; 16,000 were still attending private schools. According to the best information 30,000 had been in school only three years, and a great army of youthful candidates for barbarism swarmed the streets. Eight hundred and forty-nine thousand dollars was expended in the city, and \$152,000 was sent out through the State school-tax levy to build up the cause of the children in the counties. The value of school property in Baltimore was \$1,536,900. The graduates of the City College were admitted to the undergraduate classes of Johns Hopkins University without further examination. A fourth year was added to the girls' high school course, especially as a training department for teachers, as the Saturday training school had been dropped. There were 3 primary and 5 grammar courses in the public schools. It was decided to give colored teachers to all the colored schools established after 1888, and \$12,000 was appropriated for a new school of 650 pupils. There were 4,000 volumes in the public school library. President Elliot, of the City College, died in 1890, and President F. A. Soper was appointed his successor. Better arrangements for the study of the sciences were in demand. There were 18 colored schools, with 163 teachers, all but 12 white.

The new superintendent directed his efforts at once to the supervision of the grammar schools. Thirty-four per cent of their pupils only reached the fourth grade, 25 per cent the fifth, 18 per cent the sixth, 10 per cent the seventh, 6 per cent the eighth, and 1 per cent entered the high schools. Twenty thousand children in the city had only attended school three years of their life. Superintendent Wise urged constantly upon the city government a movement for the abolition of illiteracy and semibarbarism in the street population and the equally important necessity of a good training school for teachers as the only hope of ridding the schools of the deadwood of incapacity that is the fatal hindrance to more rapid progress. The board of education was not behind the superintendent in urging the claims of industrial education. Sewing was introduced in the girls' schools; and teachers, with a directress, were appointed for its proper management. The kindergarten and supplementary reading circles and associations of teachers and other means and devices for the improvement of the system were perpetually urged. The evil of nonattendance, fostered by a habit of easy transfer of children from one school to another, was noted.

In 1892 the old way of withholding funds from the public schools reappeared in the city government, and a committee of five was appointed by the legislature to examine the financial methods of the city hall in this respect. A call was made for a new building for the City College, the school having again outgrown its accommodation. The study of Latin and Greek was included in the higher grades of the girls' schools. In 1893 the superintendent again publishes the fact of irregular attendance in the senior grades. An effort was made to add cooking and sewing to the industrial department of the girls. An investigation into the matter of corporal punishment showed that 849 cases occurred in 29 schools and

none in the remaining 139. In 1894 the average attendance of the schools was 49,636. The entire expenditure was \$1,210,000.

It is not in the line of this essay to continue the record of the details of the different organizations of the higher or secondary, private, ecclesiastical, or professional education of Baltimore. For an extended view of these departments of education the reader is referred to the excellent "Circular of information" of the Bureau of Education, No. 2, 1894, entitled "History of Education in Maryland," by Dr. Bernard C. Steiner, Ph. D., librarian of the Pratt Public Library. The munificent gift of Mr. Johns Hopkins of \$7,000,000 for education in Baltimore was divided between the University of Arts and Sciences and the Johns Hopkins Hospital, \$3,500,000 to each. The foundation of the hospital included the building up of a complete course of medical instruction, with a distinguished faculty of 11 professors. Medical science and education have been regarded among the subjects to be taught in the university. The sum of \$500,000, needed for the endowment of the medical school, was finally raised by a gift of \$306,997 by Miss Garrett, on condition that women should be educated on the same terms as men. For the interesting history of Johns Hopkins University up to 1894 the reader is referred to the circular of information prepared by Doctor Steiner. Next to the Johns Hopkins University the most notable agency of the higher education in Baltimore has been the Woman's College of Baltimore of the Methodist Episcopal Church. It is a memorial of the first appearance of that church in Baltimore in 1784. In 1884, at a conference in Washington, the school was inaugurated and \$12,000 given by the clergy in attendance. The sum of \$200,000 was collected within the year. The original charter was taken out in 1885. It is under the administration of the Baltimore Annual Conference. Its first benefactor was the Rev. James F. Gordon, whose gift amounted to \$200,000, and who became the first president. Other gifts of \$100,000 and more followed, and the endowment fund now aggregates \$1,160,000. The plan of the institution is a college with a preparatory department. In 1894 it reported 165 college and 184 preparatory students, with 17 professors and 7 instructors.

The State of Maryland from the first has been favored with the residence of the primacy of the Catholic Church, and, with the exception of Missouri, reports the largest number of children and youth in the parochial schools among the original Southern States. In addition to several important schools of the secondary and higher education, the church in 1899 supported a system of parochial schools in Maryland containing 16,485 pupils, all in the Catholic Church with the exception of less than 2,000. The city of Baltimore has 46 parochial schools, with 13,550 pupils.

VIRGINIA.

The educational status of the 11 ex-Confederate Southern States of the Union at the close of the civil war (1865) has never been more accurately described than in the impressive words of the late Dr. J. L. M. Curry, in his History of the Peabody Education Fund, of which he was the agent, in the following words:

At the origin of the Peabody education fund, in 1866, not a single Southern State within the field of its operations had a system of free public schools, and only in a few cities were any such schools to be found. No State organization existed through which this fund could reach the people. The illiteracy of the inhabitants was appalling and by no means was confined to the "freedmen," but included a large per cent of the white population. The legislatures of these States during the period of reconstruction, largely under the influence of members from Northern States, where the common schools had been for years a recognized institution, and of colored representatives who were filled with a laudable ambition for the schooling of the children of their own people, had laid out a work entirely, and sometimes absurdly, beyond the ability of their people to sustain, for the support

of this scheme was to fall upon the native white people, who held 90 per cent of the remaining property of these Commonwealths. During the war and the five years following (1860-1870) the property values of these States had diminished to the extent of nearly \$2,000,000,000. There were in the ex-Confederate States 2,000,000 children and youth within the years of instruction. In the effort to organize and put in successful operation a new and untried system of public schools adequate to the needs of the entire population the Southern States were under a weight of debt beyond their ability, in their impoverished condition, to pay. To add the expense of free education to this crushing weight was, in their financial condition, a perplexing and almost impossible task. Free schooling was a new question, introduced and to be administered by novices in this work. To organize the freedom, the equality of citizenship, of a large class, lately the slaves of the white people, was not easy, because in conflict with the traditions, prejudices, social customs, and legal rights of a few years preceding. To impose voluntary heavy burdens on the scant property which survived the demoralization of the war, so as to educate gratuitously their own children and the children of the late African slaves, was a task of patriotism, of humanity, of civic duty, which no people ever encountered.

In no State was this condition of affairs more thoroughly realized than in Virginia. Although in 1860, by common consent, the leader, especially in social and the higher educational affairs among the 11 Commonwealths which seceded from the Union, the close of the war left the old Dominion shorn of an important section of its own area, with almost the entire remaining portion of its undeveloped territory in a State of industrial collapse. The entire section east of the Alleghenies had been a perpetual battle ground during four terrible years, with the added calamity of a complete overturn of its old-time social and industrial order.

In 1860, according to the United States census, the number of persons in colleges, public schools, and academies in Virginia was 67,024, 9.69 per cent of the white and 5.50 per cent of the entire population; although according to another report, by families, the whole number was 102,000, 14.79 per cent of the white and 8.39 per cent of the entire population. From 1850 to 1860 there had been a gain of some 2,000 upon the illiteracy of the white people, but in 1870 the increase of white illiteracy had been 19,000, from 48,915 in 1860 to 67,997 in 1870. Besides the 207,505 of the colored freedmen, nearly 22 per cent of the population of Virginia at that date were unable to read or write. Well does Dr. William H. Ruffner, first State superintendent of public instruction of Virginia, in his first report in 1870, write:

For twenty years previous to the war there was some gain on the illiteracy in the State, but the decade of 1860 to 1870 shows a fearful reverse in our educational movement. The havoc made among the schools by the war can never be fully ascertained, nor can its evil effects be measured. The census of 1880 will discover far more of the evil than has yet appeared in the statistical form, because it was only a greatly diminished number of the generation which was growing up between the years 1860 and 1870 that received any education whatever. If five years after the close of the war there were only 59,792 white children and 11,048 colored children attending school, how extremely small must have been the number about the middle of the decade. While in 1869 there were registered 269,884 voters, of which 149,781 were white and 120,103 were colored, probably the majority were unable to read the ballot they cast. Horace Mann came to the conclusion that about 30 per cent of those classed in the census as being able to read and write ought in reality to be placed among the illiterate. Let this 30 per cent be taken off from the number of the educated, as stated in the census, and added to the other list, and how sad will our real condition appear in Virginia.

Previous to the official movement for the establishment of the common school, in 1870, the three leading cities of Virginia had established a partial system of public instruction. As early as 1850 Norfolk had begun the good work by laying off the city into four districts, with a school commissioner for each and a superintendent appointed by them. A tax of \$4 was levied on every white man over 21 years of age for public schools. In 1869 the people of Richmond took on themselves the work of the public schooling of all the children, which had already been partially

introduced by the establishment of schools for both races through private and northern effort. This movement had so commended itself to the popular mind that the expense of the first year was nearly divided between the city appropriations and northern educational societies, the Freedmen's Bureau, and the Peabody fund. In 1839-70 the city assumed the entire control of its public schools, under the superintendency of Mr. J. H. Binford.

The new constitution of Virginia, adopted July 6, 1869, was the direct act of the people of Virginia. The act of Congress of January 26, 1870, for the admission of the State representation, provided that "the constitution of Virginia shall never be so amended or changed as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the constitution of said State." The clause for education in this constitution contained the following provisions:

ARTICLE VIII.—*Education.*

The general assembly shall elect, in joint ballot, within thirty days after its organization under this constitution, and every fourth year thereafter, a superintendent of public instruction. He shall have the general supervision of the public free school interests of the State, and shall report to the general assembly for its consideration, within thirty days after his election, a plan for a uniform system of public free schools.

SEC. 2. There shall be a board of education, composed of the governor, superintendent of public instruction, and attorney-general, which shall appoint and have power to remove for cause and upon notice to the incumbents, subject to confirmation by the senate, all county superintendents of public schools. This board shall have, regulated by law, the management and investment of all school funds, and such supervision of higher grades as the law shall provide.

SEC. 3. The general assembly shall provide by law at its first session under this constitution a uniform system of public free schools, and for its gradual, equal, and full introduction into all the counties of the State by the year 1876, or as much earlier as practicable.

SEC. 4. The general assembly shall have power, after a full introduction of the public free school system, to make such laws as shall not permit parents and guardians to allow their children to grow up in ignorance and vagrancy.

SEC. 5. The general assembly shall establish, as soon as practicable, normal schools, and may establish agricultural schools and such grades of schools as shall be for the public good.

SEC. 6. The board of education shall provide uniformity of text-books, and the furnishing of schoolhouses with such apparatus and library as may be necessary, under such regulations as may be provided by law.

SEC. 7. The general assembly shall set apart as a permanent and perpetual "literary fund" the present literary fund of the State, the proceeds of all public lands donated by Congress for the public school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the State by forfeiture, and all fines collected for offenses committed against the State, and all such other sums as the general assembly may appropriate.

SEC. 8. The general assembly shall apply the annual interest on the literary fund, the capitation tax provided for by this constitution for public free school purposes, and an annual tax upon the property of the State of not less than one mill nor more than five mills on the dollar, for the equal benefit of all the people of the State, the number of children between the ages of five and twenty-one years in each public free school district being the basis of such division. Provision shall be made to supply children attending the public free schools with necessary text-books in cases where the parent or guardian is unable, by reason of poverty, to furnish them. Each county and public free school district may raise additional sums by a tax on property for the support of public free schools. All unexpended sums of any one year in any public free school district shall go into the general school fund for redivision the next year: *Provided*, That any tax authorized by this section to be raised by counties or school districts shall not exceed five mills on a dollar in any one year, and shall not be subject to redivision, as hereinbefore provided in this section.

SEC. 9. The general assembly shall have the power to foster all higher grades of schools under its supervision, and to provide for such purpose a permanent educational fund.

SEC. 10. All grants and donations received by the general assembly for educational purposes shall be applied according to the terms prescribed by the donors.

SEC. 11. Each city and county shall be held accountable for the destruction of school property that may take place within its limits by incendiaries or open violence.

SEC. 12. The general assembly shall fix the salaries and prescribe the duties of all school officers, and shall make all needful laws to carry into effect the public free school system provided for by this article.

ARTICLE VII.—*County organizations.*

SEC. 1. * * * And there shall be appointed, in the manner provided for in Article VIII, one superintendent of schools: *Provided*, That counties containing less than eight thousand inhabitants may be attached to adjoining counties for the formation of districts for superintendents of schools: *Provided also*, That in counties containing thirty thousand inhabitants there may be appointed an additional superintendent of schools therein. All regular elections for county officers shall be held on the first Tuesday after the first Monday in November, and all officers elected or appointed under this provision shall enter upon the duties of their offices on the first day of January next succeeding their election and shall hold their respective offices for the term of three years. * * *

SCHOOL DISTRICTS.

SEC. 3. Each township shall be divided into as many compactly located school districts as may be deemed necessary: *Provided*, That no school district shall be formed containing less than one hundred inhabitants. In each school district there shall be elected or appointed annually one school trustee, who shall hold his office three years: *Provided*, That at the first election held under this provision there shall be three trustees elected, whose terms shall be one, two, and three years, respectively.

Fortunately for the cause of education, the State of Virginia had at this juncture in its governor, Hon. Gilbert C. Walker, a fast friend of the people's common school. In his messages of February and March, 1870, he had urged the claim not only of universal education in general, but of the special training of the new colored citizens, at that time more than two-thirds the number of the white natives of the Commonwealth. The legislature acted promptly by the election of Rev. William H. Ruffner to the office of State superintendent of public instruction, and called upon him for the drafting of a system of public free schools with an appropriate code. After mature consideration the plan and code were indorsed by the legislature by more than a two-thirds vote. Thus, after an agitation of nearly a century, the educational scheme of Thomas Jefferson was finally taken down and in an improved and amplified form made the deliberate law of the land. The State board of education proceeded at once to appoint the county superintendents and local trustees provided for in the code, and with commendable energy to urge the immediate establishment of a system of public schools as good as could be reasonably expected under the peculiar conditions of the Commonwealth. The appointment by the legislature for the important office of State superintendent of public instruction of Dr. William H. Ruffner, like the naming thirty-three years before of Horace Mann for a similar position in the State of Massachusetts, was one of those happy inspirations which keep alive the waning faith that there is a good Providence in the affairs of this Republic. Doctor Ruffner, the new superintendent of public instruction, was the son of Henry Ruffner, president of Washington College, whose remarkable plan for the schooling of the white population, with a corresponding idea of the emancipation of the negro race, twenty years previous was the prophetic response of old Virginia to Massachusetts, at that time just embarked on the great revival of the common school of the Northern States, destined a generation later to become the American system of public education.

The first communication of the new superintendent to the general assembly,

March 28, 1870, although a brief circular prefacing his plan of organization, demonstrated the wisdom of his appointment. He assumes that in the general plan submitted "nothing more is contemplated than the creation of a system of elementary education for children and youth, of normal schools for the training of teachers, and, for the present, nothing more is proposed to be done than the appointing of officers and the establishment of one to three schools in each county in order that the people of the State may see the operation of the system." He closes by the declaration, "Virginia for the first time as a State is entering upon a systematic foundation of the most valuable commodity that can be possessed by a State or offered in the markets of the world—making a trained mind."

In due time Doctor Ruffner submitted to the legislature his plan for the organization of a complete system of public education for Virginia. In shaping this elaborate document, in itself a valuable treatise on popular education, he is understood to have had the advice and cooperation of Dr. Barnas Sears, then agent of the Peabody education fund, residing in Virginia; Dr. J. L. M. Curry, afterwards agent of the Peabody fund, but then a professor in Richmond College, at Richmond; Prof. J. L. Minor, of the University of Virginia, and the sympathy and cooperation of the foremost educators in the different colleges, especially Gen. Robert E. Lee, then president of Washington and Lee University, with assistants like Prof. Edward Joynes and William Preston Johnston, afterwards president of Tulane University. For this reason this outlined plan of public instruction for the State of Virginia, presented by Doctor Ruffner, is one of the most important documents connected with the history of the establishment of the common school system in the Southern States at the close of the civil war.

The space allotted to this essay forbids the publication of this important treatise in full, but in brief it can be said that the system throughout was concentrated in a board of education, consisting of the governor, State superintendent, and the attorney-general, appointed or elected as these officials might be. Its authority was well-nigh despotic—to suggest improvements in the school laws, appoint and remove county superintendents subject to the senate, manage school funds, provide for uniformity of text-books, decide appeals from decisions of the superintendent, audit all accounts connected with school funds, in all possible ways secure the carrying out of school laws, and report annually to the legislature. The State superintendent of public instruction, appointed by the legislature, was intrusted with the enforcement of the school laws, the advice and instruction of county superintendents and general supervision of schools, and the apportionment of school moneys to the county superintendents and treasurers. He was authorized to decide appeals, to require reports from county superintendents, and make suggestions in his annual report to the State board. The county superintendents, appointed by the State board and confirmed by the senate, were continued during good behavior no longer than three years unless reappointed, the salaries to be partly fixed and partly contingent on work done. Their duties were to explain the school system, provide for submitting county appropriations to vote, apportion school moneys under instruction from the State board, withhold appropriations from neglectful districts, appoint trustees to fill vacancies, examine teachers, grant certificates, promote the improvement of teachers, attend the organization of district boards as corresponding member, visit schools, hear appeals, report to the State superintendent, in all subject to his control and direction. District trustees might be elected or appointed. They should be exempt from jury, road, and militia duty in time of peace. Their duties were taking the school census of the district, making and enforcing rules, employing and dismissing teachers, dismissing pupils for cause, providing and managing school property, and reporting to county superintendents.

As far as possible coterminous with the townships, each district was a body

corporate. Every teacher and officer had the right of appeal. Teachers must hold certificates of competency, keep registers, and make reports. The expense of schools was to be borne by State, county, and district. In general, one-half the cost of instruction was to be paid from the State money and the other half from the county, the other school expenses by the district. Schools were to be in session not less than five months in the year and certain attendance required to obtain the State money. Schools were free to all persons in the district between 5 and 21; separate schools for white and colored pupils. Trustees might receive special donations for schools. Studies in every school were to be orthography, reading, writing, arithmetic, grammar, geography; other studies allowed only under restriction. Graded schools under suitable regulations were provided, but the branches named above should constitute the body of the course. Normal schools were to be established as soon as practicable. The sources of school revenue should be the State funds kept by the treasurer in separate accounts expressly for public schools; salaries of county superintendents were to be paid from the bulk of the funds, each county treasurer to make requisition for the total amount coming to the county from the State. County and district school taxes were to be assessed and collected like other taxes. Public free school systems in successful operation were allowed to continue unchanged, provided that cities be not exempt from State tax, receiving their share of the school money. In connection with this general plan, the superintendent submitted a "provisional plan" for the gradual introduction of the public free school system, to some extent modifying its details, but in no way changing its radical feature of a system concentrated and throughout administered by the State board of education.

On October 1 the superintendent issued another circular reporting progress in the appointment of the 1,500 school officials provided by the system. The first complete official report of the superintendent was made on August 31, 1871, at the close of the first year's experiment with the new system. This report, with its statistical tables, fills a volume of more than 200 pages divided into two distinct portions. The first 30 pages present a record of solid work already done. The plan of organization presented on March 28, after being submitted to Prof. J. B. Minor, of the University of Virginia, was expanded into the public school law of July 11, 1870, as the superintendent writes, "a day that marks an epoch in the history of Virginia." By January 2, 1871, 1,400 county superintendents and district trustees of common schools had been appointed. The schools opened about the middle of November, 1870. The board of education urged the local authorities to limit the establishment of the schools to a sufficient number in important localities to serve as an object lesson of what the system could accomplish. A good number of the existing private schoolhouses were passed over to public charge, their buildings, and sometimes endowments, greatly helping in the inauguration of the new system.

One of the most gratifying results was the fact that many of the poorer counties in the mountainous western portion of the State came at once to the front in a way that testified the deep interest of their people in this new departure. The superintendent held up some of the upland counties to the admiration of the State as a reminder of the more cultivated sections. "Grayson County, perched upon the plateau of the Blue Ridge, in the past year started 42 schools, being excelled by only 7 of the more populous and more favorably situated counties in the State, and even these 7 counties were excelled in enrollment. Grayson, rough and mountainous, with her snows and hard winters, enrolled 66 per cent of her school population, 6 to 20, the first year, thus leading every county in the State in this respect."

In 1871 there were 2,900 free public schools in operation, with 130,000 pupils and more than 3,000 teachers. Although the schools opened in November, 1870, no money was available until December. The utmost that could be expected from

the State, including the 1-mill tax and the income of the literary fund, was \$500,000, with a possibility of only \$345,000. Seventy-two counties had voted a local tax. The literary fund of the State in 1861 had amounted to \$1,877,329.37, chiefly invested in Virginia bank and State stocks. It was partially diverted from its legitimate purpose for the defense of the State during the four years' war. In 1870 \$300,000 of the bank stock was found without value. The State had used only \$216,000 for military purposes. The sum of \$1,596,669.05 still remained invested for 1865. A number of graded schools were established during the year, the Peabody fund only aiding them. Teachers' institutes were held in several counties. The schools for colored youth had shared in the common care and distribution, notwithstanding the difficulty of obtaining competent teachers of their own race. Many of the colored schools during this year and subsequently were under white teachers of the best social standing. One of the most interesting features of the new system was the enlistment of large numbers of the more cultivated and often distinguished people of Virginia in the good work of public school teaching. Not only were many of the older men, especially of military standing, like Gen. Robert E. Lee, engaged in education, but a large class of women, representing the most excellent and often socially conspicuous of their sex, were found in cheerful and frequently in enthusiastic cooperation with the new movement. The aggregate cost of the public school system of 1870-71 was estimated at \$450,000, not including the cost of school administration and other district expenses.

It was impossible that the superintendent of public instruction, weighted with this great burden of the organization of the new school system during its opening year, could visit the different portions of the State as contemplated in the creation of the office. In place of this service he adopted the plan of Horace Mann and Henry Barnard, of making his successive reports in addition to a record of the present situation a series of elaborate treatises on the general subject of popular education with a special adaptation to the needs of his own Commonwealth. In several of these reports Doctor Ruffner treats at length of the topics that lay nearest the people in their adoption of the new educational department. Under the head of "The ability of the State of Virginia to maintain public education," the new superintendent reads a moral and soul-stirring lecture to his own constituents, that, fitted to any other name, could to-day be repeated with great edification to every State and city of the Union. He states in substance "The annual product of the 1,250,000 people of Virginia is estimated at \$400,000,000. This expenditure may be divided between that which is reinvested for objects of value and that used for the gratification of desire, and thus permanently lost. Under the head of every expenditure which is not necessary for the support and increased efficiency of the people and for the economical conduct of really productive employment, it is shown that by such expenditure the country is just that much poorer. This sort of expenditure in Virginia in 1870 did not fall short of \$20,000,000 per annum. The State pays \$19,000,000 for alcoholic drinks, a frightful tax upon the wealth of the State. For tobacco and amusements that belong to the lower order of entertainments \$1,000,000 in addition is cast into this yawning pit of animalism by a people who find it impossible to invest \$1,000,000 annually in the education of its 300,000 children and youth for the new American citizenship; \$1,600,000 'went to the dogs,' which rendered sheep culture so precarious." The logical conclusion of this startling exhibit is that as long as within a State there is an annual wasted income in amount far greater than is wanted for the education of the children of the State, poverty can not fairly be pleaded as a reason for neglecting that duty.

Under the general head of "Discussion of the public school system" is included in the first report of the superintendent a series of remarks on several questions, "Moral training," "Land, labor, and capital," "Public education in America,"

"Public school education in Virginia." Each of these topics is discussed with a wealth of information and power of logic, and especially a pathos of moral sentiment, which recall the corresponding series of reports of the fathers of the great revival of thirty years before. In the same report is contained a broad, patriotic, and truly Christian treatment of the burning question of the duty of the State respecting the education of the newly emancipated colored people. In a subsequent communication to the general assembly the superintendent outlines the one question on which there was already an impending peril to the school system. "The only practical trouble experienced in the administration of the school system is connected with the rating, assessing, and collecting of sufficient supplementary school funds in the counties and districts." The suggestion of the superintendent was that the State should provide for such an amount of general taxation as will be needed for paying teachers in the average of the counties and authorize the county and district authorities to raise by local taxation whatever sums may be needed for the further supplying of the people with schools, the amount to be ascertained from estimates made by the school officials. The impressive warnings of the superintendent concerning the fatality of a short-term school of three months in the year read like prophecy, in view of the fact that for the first ten years of the operation of the public school system of Virginia and the South its success was imperiled by this very feature. He says, "The people want not only universal but effective education, and, more than this, they are both able and willing to pay for it."

In 1873 Superintendent Ruffner made a communication to the legislature in respect to a resolution of inquiry concerning the financial administration of the public school system, in which the impending financial crisis is clearly foreshadowed. He declares that "the financial condition of the public school system is not satisfactory—far from it." The State tax in 1872 had yielded only \$184,672, a falling off already of \$130,156 from 1871 and \$250,510 from 1870. In consequence of a visitation of drought the counties and districts furnished also the contraction of \$200,000 from local sources. "As matters now stand we have now before us," says the superintendent, "the frightful deficit in our total school revenue of \$400,856 as compared with last year—a deficit of more than one-half the total amount received from public funds. Immediate action of some sort is necessary in order to avert the catastrophe of our educational institutions." Yet the report of 1872, as far as concerned the moral progress of the schools, was encouraging. The whole number of public schools in the State had increased from 3,047 in 1871 to 3,695 in 1872. The whole number of pupils enrolled in 1872 was 166,377 against 131,088 in 1871, while the attendance in private schools had decreased by 5,451 from 25,948 in 1871. The total increase of school attendance in all schools was 29,338. The number in average attendance in public schools in 1872 was 95,488 against 75,722 in 1871. In 1872 40.5 per cent of the school population of the State was enrolled, and 23.2 in average attendance on the schools. There had been an increase of 769 public school teachers. The estimated value of public school property was \$387,672 in 1872, an increase of \$176,506. The average number of months was 5.72 against 4.66 in 1871. In 1872 there were 187 academies, claiming 7,710 pupils, "a large portion of whom will later enter colleges. The aggregate of students in all the colleges of the State is probably greater than at any previous period in its history. In the matter of superior education Virginia is the acknowledged leader among the Southern States." The graded school had been introduced to a considerable extent in the larger places. All the cities were at work under superintendents, Richmond and Lynchburg chief among all. The superintendent stands by his general opinion concerning the importance of the education of the negro, and quotes the deposits in the few counties in the Freedmen's Bank in Virginia for 1872 of \$86,916.

It, however, clearly appears that the party of opposition or indifference to universal education in Virginia had already cast an invidious glance on the system, first, by the cutting off of the State subsidy through the refusal to appropriate the entire interest of the literary fund and prolonging the loose method of collecting the State tax; while the legislature, by placing the controlling power over local taxation in the hands of the county judges and supervisors and permitting the reduction of the length of a school term in case of failure of funds, had placed its hand on the throat of the system. While the State board of education had almost supreme control, only limited by the power of confirmation of appointments by the senate, over the administration of the system, it was still possible for the general outcome to be so disturbed by hostile efforts that the schools would be starved out and the grand experiment so nobly inaugurated go the way of all previous attempts to educate the people of Virginia.

The general assembly in 1871-72 had determined to give one-third the income of the agricultural and mechanical college land fund, voted by Congress in 1862, to Hampton Institute for the use of the colored people and the remaining two-thirds to an institution for the whites. It accepted the gift of the Preston Institute in the northwestern part of the State and ordered the establishment of a new institution for the technical instruction of white youth. In addition to an annual subsidy to the University of Virginia, the State appropriated at this time \$15,000 a year to the Virginia Military Institute, at Lexington. This institution had been in existence thirty-three years and at this time contained 700 students, with an alumni of 3,000. Besides Gen. Stonewall Jackson, this school had sent several other commanders of eminence to the army of the Confederate States. One hundred and twenty-five of its alumni had lost their lives and 380 were maimed in that war. Besides this, among its graduates were found a great number of professional men in civic life. The State was entitled to 50 cadets free of all charge of tuition, and in 1872 230 cadets were in attendance from other States, representing \$230,000 a year.

The reading of the reports of Doctor Ruffner emphasizes the fact, so often overlooked by educators, that every system of public schools in its progress toward efficiency must pass through all the diseases of institutional childhood. The bottom danger in Virginia at this time was the general financial condition of the State, staggering beneath a debt which under the circumstances seemed absolutely appalling to the masses of the people in the almost fatal paralysis of industry caused by the entire change of the labor system. It was also a great disadvantage just then that the portion of the old State always most in favor of popular education had followed the example of the mother and seceded from Virginia as Virginia from the Union, and at once had struck out on a system of public schools for her entire people. It became evident from the first two reports of Doctor Ruffner that his beautiful new system of education, which he declares not inferior to any in the Union, was at once involved in a slough of State financial impecuniosity which at any crisis of public affairs might engulf the entire structure.

The successive reports of the superintendent indicate a decided advance in public educational sentiment. The platform of both the political parties favored the common school. The fears expressed in the communications to the legislature in 1873 were not realized. The State school tax had reached the sum of \$380,000 and the favorable action of the general assembly dispersed the threatening clouds. The Peabody educational fund contributed \$31,450, including the State Educational Journal in its attention, with a promise of additional aid to a State normal school when established. Attention is called to the Richmond public schools, which, under the able and energetic supervision of James H. Binford, were becoming the pride of the State. Teachers' institutes were being held in a large number of the counties, though suffering from the lack of skilled educators. The graded

system was being adopted. Doctor Ruffner is right when he declares that in 1873 a larger number of young men were found in the higher institutions of learning of Virginia than ever before, and it is doubtless true that even then, only ten years after the close of the civil war, these colleges were all, save William and Mary, not yet reorganized, in a better state to meet the demands of the present for superior education than at any previous date. The most conspicuous gain doubtless had been in the old Washington College, which had not only in the person of its president, Henry Ruffner, the elder, been the warmest advocate of popular education, but in the presidency of Gen. Robert E. Lee had undergone a complete educational transformation. In the words of the superintendent, "President Lee proposed to reorganize the college upon the latest and most liberal basis. He sought to make it adequate to the education of the young men of the South in all the branches of literature and science demanded by the present state of the country. Under his direction new courses of study were established and several educational reforms initiated." The elective system of study was introduced and large opportunities were provided for the study of practical and applied science in addition to ordinary college studies. New courses, both literary and scientific, were introduced and a thorough system of instruction and examination was established in every department."

Randolph-Macon College had established a valuable course in English literature under Professor Price, later of Columbia College, New York. The record of educational authorities interviewed in the superintendent's reports contains names like Cabell in medicine, Curry in education, Gildersleeve in classical learning, and Harrison in comparative philosophy. An amendment to the State constitution for a capitation tax of \$2 for public education is suggested. The superintendent calls attention in an imperative manner to the fact that, with all its superiority in the higher education of its sons, the Commonwealth of Virginia had not yet taken the first steps toward the first support of the schooling of its daughters. It was reserved for the common school system of 1870, which caused the opening of the elementary and to some extent of the secondary schools to girls, to introduce this new departure so characteristic of the period following the close of the civil war. The superintendent devotes a large portion of his report in 1875 to the general subject of the public school system, and suggests a capitation tax of \$2 to cover any ordinary deficit. His statement of the financial condition of southern public schools in 1873 and its effect at this early period is startling and strictly correct. With a school population in the Southern States of 3,840,000, as against 8,837,000 in the nation, with 44.8 per cent of its entire people from 10 to 21 illiterates, 33.13 per cent 21 years old and over, against 6.11 and 7.43 in the North, the problem was apparent. Along with these pressing questions of the proper support of the schools the superintendent devoted the larger half of each of his reports to discussions concerning the entire subject of popular education, always urging the claims of the most progressive methods of instruction and discipline and the uttermost expansion of the system to all classes and both races. He was all the time sending forth leaflets and tracts and making a liberal use of the press in behalf of the good cause. During the year 1873 he had personally visited 25 counties and cities of the first class, inspecting as many of the schools as was practicable, making addresses, and conferring with school officials.

The Hampton Institute for Colored Youth at Hampton, Va., had been chartered by the general assembly of Virginia, Doctor Ruffner being one of the trustees. A fine school building, probably one of the best erected in the State in 1871-1873, Virginia Hall, had been built at the expense of the State and the reports of the State superintendent were full of hope and good cheer for this great enterprise. During all the years of Gen. S. C. Armstrong's principalship of this seminary,

which ended with his life, his annual reports to the legislature were a great mental and moral searchlight, shedding its rays into the darkest corner of race and sectional prejudice in the Commonwealth. So great was his success in the development of a satisfactory manhood and womanhood in his colored students that no effort of the opposition in any year succeeded in destroying the amiable relations between the State and the school. Ten years before the State had established a normal school for its white women teachers or the general assembly had voted a dollar for the higher education of negro students the Commonwealth had supported one of the most thorough normal schools in the Union—a department of the Hampton Institute, presided over by Miss Hyde, of New York, with a great practice department in the Butler, now the Whittier, graded school.

The school population of the State in 1874 was computed at, white, 259,509, and 170,000 colored. In the cities there were 198 and in the counties 3,704 public schools, 3,902 in all, in session during an average term of 5.4 months. There were 155 graded schools, 1,065 schools of 15 pupils and over. In cities of the first class 11,686 and in the counties 162,189 pupils were enrolled, 173,875, with 91,201 in average daily attendance. One hundred and seventy-seven were over 21 years of age, 4,468 supplied with text-books at public expense, and 35 per cent in the cities and 24 per cent in the country were in average attendance on each term. The cost of educating in the public was estimated at only half in the private schools, while the former, though not perfect, were fully equal to the latter. The cost was 74 cents per month, the whole cost of average attendance \$1.89 per month in cities and \$1.55 in the country. Already the women were in large excess of the men teachers in the country, 157 to 33, while in the cities the men were twice as numerous as the women. In the colored schools the male teachers were in larger excess. The average monthly salary of teachers was, in the cities, \$80.04, and in the country \$31.35, falling in the cities to \$45.46 and in the country to \$28.88. The majority of the schools were still held in log schoolhouses, 1,903; frames, 486; brick, 136; stone, 27; only 1,308 with good furniture; the number owned by districts, 1,024. The current expenses were \$58,000 beyond the previous year, \$873,145. The expenses of the central office, apart from the State superintendent, were \$5,968; \$131,844.80 had been expended for permanent improvements in school property, making the total expenditure for the year \$1,004,990.25. The salary of the city superintendents of schools was \$2,000 in Richmond and \$945 in Norfolk.

In view of the provision of the constitution that the year 1876 should witness "the equal and full introduction in all the counties of the State of the public school facilities inaugurated in 1870," the superintendent discusses again the fundamental question of financial support. He believes that the State tax is as large as it ought to be, and favors its supplement by a \$3 capitation tax. This, with a dog tax and some other sources of income, would cover all save local support, while additional provision for city taxation would relieve most of the pressure. Along with the burden of the great State debt of \$33,000,000, with its large annual interest bill, there hovered before the vigilant eye of the faithful leader of the educational host many suggestions which appear impossible for lifting the children's ear off the track of the coming Juggernaut, which in its relentless passage encountered the school system of the Commonwealth ten years later. The prosperity of the Hampton Institute for Colored Youth is declared by the superintendent "amazing, and, what is still more wonderful, it is conducted in such a way as to give satisfaction to all persons, North and South." With the year 1875 Doctor Ruffner changed his original habit of printing an elaborate treatise on educational affairs as the "explanatory" portion of his annual report, reserving this feature for a biennial issue. In 1875 the school system had now, after five years of trial, demonstrated its superiority for the schooling of the children of the State. Previous to 1870 the people of Virginia were chiefly dependent on private schools for

primary instruction. In 9 of the 98 counties alone were there then some public schools. Many poor children had their tuition paid from the literary fund. For the higher instruction the State supported two institutions. Under these conditions only 51,808 children were enrolled in all sorts of schools in 1850, 67,024 in 1860, and 58,974 in 1870. In 1875 207,771 were in attendance in all schools, of whom 149,011 were white. Whatever of disagreement of opinion may have been experienced in the training of the colored youth of the State, the Hampton Normal and Agricultural Institute loomed up every year with a more gratifying report of success. It was a great thing for Virginia and the South that, in sight of the sea beach smitten by the prow of the first slave ship two hundred and fifty years before, the ablest educator of the colored race, developed by the civil war and perhaps the most original of the educational statesmen of that era, Gen. S. C. Armstrong, was at work in Hampton school in a way that was a practical repudiation of the popular judgment concerning the ability of the negro to receive education.

In 1876 for the first time Superintendent Ruffner sounds the note of warning that the habit of withholding the proper State school funds and their application for the general expenses of the government was becoming an established policy. Begun in the first year, this diversion had gone on until the deficiency amounted to \$400,000. Notwithstanding the amiable suggestion of the anxious superintendent "that no well-informed person supposes that anyone committed any wrong in the matter," he yet declares that "the people were deprived to that extent of the means of education and the effect on the public mind was painful." He urges the legislature "to stop this diversion of the funds sacredly dedicated to education by the constitution and laws of the State." The superintendent devoted the entire portion of his report for 1876, outside a condensed survey of statistics, to a consideration of the school system. He openly vindicates the public school from the imputation of its enemies by proving that, with all its defects, it is a great improvement on the old-time way of dealing with the supreme interest of Virginia. He lets in "a great wakening light" upon the placid conceit of the class who are living on the idea that an American State can forever exist on the fame of a group of distinguished ancestors. Every one of these great men from Washington down had prophesied in the most effective language what was evident to all in the critical year of 1860. In fact, it is undeniable that, had the advice of the fathers been followed, not only Virginia, but the entire South, long before 1861, would have found out some constitutional and amicable method of the gradual abolition of slavery with the aid of the whole country. To the assertion that the elementary public school was undermining the secondary and higher education, the superintendent replies that there had never been so many students in both of these departments in Virginia as in 1875, 11,800 as against 6,000 in 1860; and the secondary and higher schooling of the State was in a condition of much greater educational efficiency than ever before.

One of the most lamentable calamities of this year was the death of Mr. James H. Binford, first superintendent of public schools in Richmond. Under his administration the public schools of the city had become the model for all the other cities of the State and the nursery of able school men and women who, at a later period, have been noted for efficient work in and out of the Commonwealth.

In 1879 the superintendent boldly faces the growing peril to the entire educational interest of the State from the persistent habit of the diversion of the State school funds, "a plain violation of the constitution and law of the State and destructive of the school system." In 1870 the literary fund, established in 1810, amounted to upward of \$2,000,000, almost exclusively consisting of State bonds. The general assembly of 1873 authorized the board of education to fund the bonds in registered stock and the interest on the funded two-thirds to be regularly paid.

The fund in 1877 amounted to \$1,430,645, whose interest was \$64,904, which until the last year had regularly been paid. Whatever of question there might be concerning this source of income, there could be none concerning the proceeds of the capitation and property taxes. But the diversion of a large share of this annual fund began with the first year of the school system, and had continued ever since. Why this fact was not discovered until 1876 is not revealed. But the first auditor of the State, while he did report on the sum turned over to the second auditor, did not report on the sum received as the proceeds of these taxes. Having no authority in the premises, the superintendent, although suspecting wrong and making repeated efforts to obtain monthly statistics, was unable to obtain any information. In 1875-76 he drew a bill devised to remedy this apprehended evil, but the proper committee failed to report it.

A resolution was passed by the house of delegates requiring the superintendent to call on the auditor for information. This inquiry revealed the fact that this official was involved in difficulties about the exact ascertainment of balances and financial confusion, which at least implied a great lack of judgment. On reporting the facts the superintendent was authorized to "address inquiries directly to the auditor." Brought to face the situation this official reported arrearages of some \$400,000 for the years 1870 to 1874. The amount was subsequently reduced to \$382,732 in addition to the sums diverted in 1876-77. In short, on January 31, 1877, there was a deficit from this source of \$550,000. The explanation of this condition was that the auditor claimed the right of deciding "what amount, in his opinion, the treasury could bear." In this way "the claims of the school fund did not rise to a higher degree of dignity than claims growing out of appropriations made by law for the support of the Government; any interest that affects the general prosperity of the State for which appropriations have been made." In reply to this astounding declaration, by which the State treasurer asserted himself virtually as the sole authority in the use of State funds without regard to constitutional law, the superintendent plainly declares that "this principle of action practically abolishes the Constitution and denies the existence of the school money. It is no longer school money, but simply income for general use. Under this mode of operation our system of education becomes a delusion and a snare." He does not propose a method of correction, but "refers the matter to the wisdom of the general assembly."

These and other developments, not so clearly set forth, had fully convinced Superintendent Ruffner of the ultimate purpose of the demonstration. In continuation of his exposé of the raid upon the school funds by the assumption of supreme power in the auditor he frees his mind concerning the peril of the present system, whereby the entire power of the State may be brought in collision with the schools, while the responsibility of the result would be naturally fixed on the State board of education. While he did consent to this organization of the board on the plan proposed by himself, on the ground that it would promote vigor, he probably realized that left in other hands the system would go the way of all previous attempts to educate the people. He realized that "if continued permanently this system would establish an unlimited despotism, which would destroy the aims of education and perhaps wreck the liberties of the people." He declares that in the appointment of county superintendents "there is too much power concentrated in a few men. He also suggests an enlargement of the control of the central board or the transfer of its powers to the counties, saying, "some suitable body could be found or created for this purpose." The results of the continued diversion of school funds predicted by the watchful State superintendent appeared in the school year ending July 13, 1878. The previous losses of about \$80,000 annually since 1870 this year swelled to \$250,000, "about one-half the proceeds of taxation for school purposes." The State was thereby left, in 1878, in debt to the

teachers to the amount of \$250,000, with a loss of 127 schools, a decreased attendance of 27,030 pupils, and a reduced expenditure for education of \$88,451. The loss of schools and pupils was larger for the colored race than for the white population. The superintendent looks for a condition of "immeasurable discontent," and declares that this loss of education to 100,000 children will cost the State \$1,500,000 for the previous schooling of \$500,000 for three years.

During the two years 1876 and 1877 the diversion had reached the sum of \$256,782, which, added to the \$395,000 of the five previous years, made the large sum of more than \$650,000. It appeared by Doctor Ruffner's estimate that the large sum of \$1,113,052.26 was in arrears. So important was the case that now faced the Commonwealth, virtually whether the people would abandon their new public school system in order to pay the interest on their public debt, that Superintendent Ruffner gives the entire remainder of this report for the year 1878 to one of the ablest discourses on the importance of universal education to the public welfare that had ever been presented to the people of his State. One of the most impressive and illuminating pages of this great argument is a quotation from a statement made by Gen. O. H. Hill, one of the trusted assistants of Gen. Robert E. Lee during the civil war.

The year 1879 came, with its predicted falling off of the schools. In the words of the superintendent, "compared with the two years previous the schools and school attendance last year, 1878-79, amounted to little more than one-half. For 4,672 schools in 1877 there was a collapse to 2,491 in 1879; from 204,974 pupils to 108,074, and in average daily attendance from 117,843 to 65,771, a smaller attendance of white children, 44,540, than was obtained under the old system in 1860. In some counties accumulating debts have already compelled the closing of the schools for the year. The diverting of the income of the State fund and the increasing activity of enemies for a moment shook the faith of some of the founders of the system." But the reactionary movement had evidently "touched bottom." "A sudden, powerful, and apparently unconscious determination on the part of the people to maintain the school system at all hazards" had been developed, and in December, 1879, "a furious political commotion was in progress," in which the superintendent predicts the people will not be defeated, although possibly for a time hindered in their purpose to educate the children.

A series of constitutional amendments had been reported to the legislature which restored the old-time board of magistrates in lieu of the county judges, not leaving it elective, but making it first a body appointed by the governor and afterwards a close corporation, to which was intrusted the entire administration of county affairs. The county school superintendency and the State school tax were to be abolished and the State board and district school trustees left with no vital connection, and the school left dependent on a capitation tax and a 1-mill levy. This would reduce the school revenues to one-half what they are now and leave the people powerless to increase them. A provision that two-thirds of the voters of the county should be present at the levy of any county tax left it in the power of the board of magistrates simply by indirection and obstruction to deprive the people of schools. The superintendent shows that this was only a resurrection of the scheme of 1796, by which the school system drawn up by Thomas Jefferson was practically disposed of, its inauguration in every county being left to the county judiciary. This movement suggests a learned and able defense of the present system of county school administration, which has the indorsement of nearly every public school State in the Union.

In March, 1879, the senate of the legislature passed a statute requiring the superintendent to investigate the subject of the State support of the higher female education. In reply Superintendent Ruffner passed in one of his most able and elaborate reports on this topic. The State of Virginia had made no previous pro-

vision for the higher education of its daughters, or even for the secondary education outside of its contributions to the high or upper department of graded schools in which girls were receiving education, though often at local expense. He notes the fact that nearly one-half the colleges of the North receive women students, and that 135 normal schools, State and local, subsidized by different States, receive students of both sexes and races. After a thorough discussion of the higher education of women, in which he fully indorses the affirmative view, he proceeds to a consideration of the condition and needs of Virginia. Dismissing the method of coeducation "as repugnant to the prejudices of the people, though not to be rejected without examination," he proposes a female college similar to Girton, Smith, Vassar, and others.

The experience of 1879 had aroused the educational public of the State and sent to the general assembly a body of legislators pledged to see that the new hope of the Commonwealth should not be sacrificed. The Henkel (so called) Act of March, 1879, by which the auditor was required to contribute three-fourths of the receipts of the State school money to the absolute use of the schools, gave to education the sum of \$459,515.95, a sum larger than had been turned over in any preceding year. The entire amount received was \$637,120.17. The superintendent reports July 31, 1880: "The year was our best year in all respects. The number of schools was almost doubled. The school attendance was more than double what it was last year and about 15,000 larger than any preceding year. An increased amount of State school money was turned over. Over 200 new schoolhouses were built during the year and nearly \$100,000 added to the value of school property. There is reason to believe that there was better teaching last year than ever before. School officers generally performed their duties faithfully and a cheerful spirit prevailed universally. The number of schools was 4,854, of which 205 were new. Two hundred and twenty thousand seven hundred and thirty-six pupils were enrolled, of whom 128,404 were in average attendance and 7,262 studying higher branches. Four thousand eight hundred and seventy-three teachers were at work on an average salary of \$29.30 per month for males and \$24.65 for females. The value of school property was \$1,177,544.86. The total expense of the system for the year was \$946,109.33. For the first time in five years the school census had been taken, showing an increase of 73,013 since 1875, the school population, 5 to 21, being one-third the entire population of the State. The Peabody fund gave \$17,300, \$3,000 of which was used in defraying the expenses of the first State institutes for white and colored teachers at the University of Virginia and the city of Lynchburg."

The most important event connected with the common school system of Virginia in 1880 was doubtless the holding of the first State institutes of both races, at the University of Virginia for the white and at Lynchburg, Va., for the colored. It was evident that the time had come when a decisive movement should be made by the central school authorities in the form of a general institute for the benefit of such teachers as could be brought to one locality and held together for several midsummer weeks. With a full appreciation of the importance of a conspicuous success, Doctor Rufner appealed to the University of Virginia for the privilege of holding this meeting in its buildings, with the cooperation of its faculty and the active interest of such of its distinguished people as could be secured. This appeal was most heartily responded to by an offer of the free use of the buildings, class rooms, and the great public hall of the university, and arrangements were made for the boarding of the 500 teachers, the limit made necessary by the lack of accommodation in the main university hall for the seating of a large number. Dr. M. A. Newell, State superintendent of education and principal of the State Normal School of Maryland, was given the general management of the institute, aided by Professor McGilveray, of Richmond, and A. L. Fink, of Staunton, while a score

of visiting educators, including Hon. John Eaton, United States Commissioner of Education, several of the university professors, Rev. A. D. Mayo of Boston, Mass., and others were heard through lectures. The school opened on July 14 and continued for six weeks, with a total attendance of 467—212 women and 155 men—among whom were 16 county and city superintendents. The emphasis of the work was upon the superior methods of teaching the ordinary branches in the common schools. The majority of the college faculty and their families remained and cooperated in the most cheerful way with the great work.

The sessions of the institute for colored teachers were held at Lynchburg, with an attendance of 240—130 men and 110 women. The leading instructors were the brothers Montgomery from Washington, while some of the visiting lecturers of the university repeated their addresses at Lynchburg. The expenses of these important institutes were met by a contribution of \$3,500 from the Peabody education fund through Doctor Sears, one of the last acts of his beneficent ministry of education in the South before his death. In the twelve years of the administration of Doctor Sears and Superintendent Ruffner the State had received from the Peabody fund \$233,250, more than \$25,000 connected with the establishment of the school system from 1868 to 1870. In an interesting résumé of the operations of the public school systems through the memorable decade from 1870 to 1880 the superintendent shows that \$10,000,000 had been expended, school attendance having risen from 131,000 in 1870 to 221,700 in 1880. The number of schools had increased from 3,447 to 4,854, teachers from 3,084 to 4,873, graded schools of more than one teacher from 70 to 205. Meanwhile the attendance in private schools had remained substantially the same, 25,580 and 25,750, and in colleges 1,792 and 1,216.

In 1881 Superintendent Ruffner argues long and with cogency against the idea that the public school system should be included in the impending conflict over the reconstruction of the State debt. He shows how liable to the charge of a despotic tendency is the present organization of the State board of education that places in the hands of three men the entire control of the educational affairs of the Commonwealth. He closes with the prophetic words, "Now, before the evil day has actually come, may I not appeal to leaders of all parties and to all citizens of Virginia to save the school work from party manipulation? Let the idea be unceasingly proclaimed that those who help to preserve the purity of the school system are its best friends and those who would bring party politics into the school system are its worst enemies. God save the Commonwealth." About this time the subject of national aid to education came up in the Congress of the United States, in connection with the original proposition to appropriate the income of the public lands to education, followed by the remarkable campaign connected with the Blair bill. Doctor Ruffner urges this topic on the legislature and people of Virginia. He shows the legislature that "the number of illiterate voters in Virginia is nearly as great as it was in 1870, as I then predicted. The children that ought to have been at school in the decade before 1870, but grew up in ignorance from the educational destitution of the new period, are now voters." In 1880 there were reported 125,554 illiterate voters, probably an understatement, certainly if the word "ignorant" were substituted for "illiterate." Although the population of Virginia had increased 20 per cent during the ten years from 1870 to 1880, still the general illiteracy had only decreased by 30,000; in 1880, 360,495; in 1870, 390,903.

In his final report Superintendent Ruffner enumerates the steps taken by himself in opposition to the diversion of the State funds to the extent of \$1,113,052.26 during the eight years from 1870. He says: "This partial exposé of the conspiracy against the children precipitated the deadly struggle in the legislature of 1878-79, where all the enemies of our school system within and without the legislature

combined for its destruction. They were met and beaten at every point, and thus our glorious system of universal free education saved and saved forever. The history of that terrible winter is almost entirely unknown to the public. Its more salient points may be ascertained by a careful study of the journals of the two houses, with their appropriate documents, but only the power of oratory can portray the scenes of that winter. The result of that contest was the passage of a law in 1878 containing the acknowledgment of a debt of \$382,732.26 due the schools, and providing that \$15,000 of this and all other arrearages should be paid every three months. That received no attention until Auditor Taylor, who had been the active agent in the diversion of the fund, had been displaced by a new auditor."

The unusual space given to the State of Virginia in the present treatment of the development of the common school system of the South since the close of the civil war is justified largely by this sketch of the twelve years' administration of Doctor Ruffner as State superintendent of public instruction and his subsequent service as president of the first State normal school for girls at Farmville, beginning the year after his retirement from his original position. It is impossible to contemplate this period at the beginning of the new campaign of education in Virginia in the light of her previous educational history and subsequent progress along public school lines without recognizing the fact that in these few years the final battle was fought and the victory won for the cause to which Thomas Jefferson consecrated himself during his entire public life, but "died without the sight."

In the administration of the new common school system of Virginia, Doctor Ruffner was greatly aided by the cooperation of Gen. S. C. Armstrong, principal of the Hampton school for colored youth. General Armstrong was the man of all others who has taken the broadest and most practical view of this great subject. In Hampton Institute he organized a seminary that has become a national object lesson. The celebrated school of Mr. Booker T. Washington at Tuskegee, Ala., was begun practically as the other side of Hampton, to demonstrate the fact that the work so well done there by white teachers could be done with great success with a lower stratum of the colored population by a faculty entirely composed of colored men and women. Doctor Ruffner at once recognized in General Armstrong not only a teacher of consummate ability, but a fellow-worker indispensable to the success in the development of that side of the common school system and stood by him to the end. The result was that among the reforms that followed his retirement as State superintendent was the establishment of the excellent normal college for colored youth at Petersburg, the first of a series of State seminaries for the academical, moral, and industrial training of colored youth which now exist in every Southern State. Superintendent Ruffner had warned the persons in office again and again of the peril of the reckless policy pursued in sheer defiance of the constitutional laws in the diversion of school funds, but despite this fact it was evident that the efforts made to retain him in the management of the schools, even by eminent educators and statesmen from other States, could not succeed. In 1880 he closed his more than ten years' service with a report of his own doings. He closes his final report with the impressive words, "I have now delivered my testimony and perhaps am near the end of my public service. Always the time comes to lay down the burden. I personally will have no feeling but that of great relief. My work I commend to God and my conduct to the charitable judgment of my countrymen. My part will still live in the noble work of educating the people and building up the Commonwealth."

With the cooperation of a body of such eminent educators as Dr. Barnas Sears, Dr. J. L. M. Curry, Prof. E. S. Joynes, Prof. John B. Minor, and others it is not remarkable that the school system established under the administration of Doctor Ruffner has survived the assaults of all its enemies and the neglect from

the indifference of its half-hearted friends. And if the progress of the system during the last fifteen years of the century seems not to have justified the anticipations of its more enthusiastic friends, and other States of the South have perhaps accomplished more, it has been from the fact that the idea of its first great superintendent of schools was practically half a century in advance of the possibility of the Virginia of 1870-1885 to realize.

The twelfth general report and first of the public administration of Mr. R. R. Farr for the year ending July 31, 1882, represents a new phase of the educational system. The civic agitation produced by the contest over the readjustment of the State debt of \$30,000,000, greatly exasperated by the persistent diversion of the public school funds to pay its annual interest, had culminated in 1881 in the complete overthrow of the political party which from time immemorial had dominated the public policy of Virginia. By the united votes, largely of the people west of the Allegheny range and the colored citizens, the State and Congressional representation was entirely changed. Whatever may have been the merits or defects of the scheme for the final readjustment of the State debt, a movement in which every ex-Confederate State either in State or municipal affairs to some extent shared, there was evidently a settled conviction among the "plain people" of the Commonwealth that the only path to the future upbuilding of Virginia was through the open door of the American common school. Whatever might betide otherwise, they held with Jefferson that "if the children could be educated the coming generation would be wiser than we, and many things impossible to us would be easy to them." Although Doctor Ruffner during his entire administration had repeatedly warned the legislature of the wrong and danger of the policy of diverting school funds, especially of prostituting the almost despotic power of the educational department to partisan political interest, he was swept out of office by the rising flood and his place taken by a gentleman whose known excellence appeared to be a sincere devotion to the educational interests of the State during the few years of his administration.

The first call to repentance in this dangerous policy exposed by Superintendent Ruffner was the action of the people in 1877, whereby a legislature was sent up to Richmond pledged to stop the diversion of the school funds; but it was next to impossible to obtain any reliable information concerning the amount of the diverted funds. A bill was passed requiring the first auditor to pay \$15,000 quarterly on account of the sum thus diverted, but even this did not become operative until 1880. At a later session the Henkel act provided that 75 per cent of the funds should be assigned to the counties, and a subsequent amendment raised the sum to 90 per cent and the quarterly payment for the deficit to \$25,000. Under the operation of these laws there had in 1882, on the deficit of \$1,544,765.59, been paid \$250,000. The new legislature had appropriated \$400,000 of the \$500,000 received from the sale of the State's interest in the Atlantic, Mississippi and Ohio Railroad for the further reduction of the great deficit and \$100,000 to establish a State college for colored youth at Petersburg. After a delay, caused by the attempts to repeal this law, in the State courts it was decided constitutional, and the \$500,000 was used as appropriated. The result of this handling of the school funds was that in the year 1882 the largest sum ever expended for popular education was realized, \$1,157,142, an increase from 1879 of \$645,329. There was an increase of the number of pupils enrolled of 149,288 from 1879, 99,728 white and 49,560 colored, and of 79,133 in average daily attendance, 3,396 schools, 2,449 teachers, and 659 schoolhouses. One of the most important events of the year was the first conference of county and city school officials held in Richmond. This meeting, like the first of the State institutes for teachers, in 1880, "marked an important episode in the school policy of Virginia."

Lectures were given by Hon. John Eaton, United States Commissioner of Edu-

cation; Superintendents Wickersham, of Pennsylvania, and Newell, of Maryland; Gen. S. C. Armstrong, and President C. E. Vawter, of the Miller Manual Labor School. Dr. J. L. M. Curry, agent of the Peabody education fund, contributed the financial support and greatly encouraged the meeting by his words. The governor placed the State capitol at the service of the convention, and an extensive display of schoolroom furnishings was made. Of 100 city and county superintendents 89 were in attendance, with only 8 who had no valid excuse for nonattendance. The visiting lecturers gave their work as a labor of love. This was the first of a series of annual meetings by this body of school officials. The valuable historical address of United States Commissioner of Education, General Eaton, entitled "Supervision of Institutions by Civil Authority," was published in full in his annual report, with sketches of other addresses, among which that of Gen. S. C. Armstrong on "Moral Instruction" was notable.

An act of the legislature assigned 90 per cent of the State school fund to the counties. The same act provided a sinking fund for the deficit of 1878, to be paid yearly. A decision of the court of appeals had reversed the decision of the superior court, and secured \$500,000 to the schools from the sale of the State railroad property. After this payment of \$800,000 in five years there still remained due to the school fund the large sum of \$1,158,122.67, which, at the rate then in operation, would require twenty-one years for its elimination. A census of teachers revealed the fact that 3,792 were educated in Virginia and 324 in other States. The University of Virginia had furnished 43, the Military Institute 13, the A. and M. College, white, 30, and other colleges in the State 234 teachers. The superintendent renews the plea for a State normal school for white teachers. The State had still failed to appropriate any public money for the instruction of teachers and institutes. Doctor Curry, in December, 1883, addressed an earnest letter to Superintendent Farr in behalf of State aid for this fundamental interest of public education. Less than half the school population of the State from 5 to 21 years of age was enrolled in schools in 1883—268,360 out of 558,807. There were still needed 549 white and 465 colored schools.

The most notable event of the year 1884 was the establishment of the State Female Normal School at Farmville. The legislature enacted that the school should be "expressly for the training of female teachers for the public schools." It was placed under the supervision, management, and government of a board, of which the chairman was ex-Supt. William H. Ruffner, with Dr. J. L. M. Curry, Prof. J. B. Minor, and ten additional members, including Gen. S. C. Armstrong, as associates, the governor of the State being appointed as a member. The proprietors of the Farmville Female College, Prince Edward County, turned over the property of the institution to the State. Each city of 5,000 people and each county of the State was entitled to one free pupil and one for each additional representative in the house of delegates above one. The trustees controlled the expenditures, and each pupil was required to teach for two years from graduation in the public schools of the State. Five thousand dollars were appropriated for the establishment of the school and the sum of \$10,000 for general expenses. A difficulty concerning the right of appropriating the sum required from the State free school money was settled by a clause in the legislative enactment in 1884. Doctor Ruffner was unanimously elected as the first president of the school. The gift of \$5,000 from the Peabody educational fund in behalf of the State Normal School was the first of a series of similar benefactions that have planted a similar institution in every Southern State that has received aid from this source, and in almost every case similar aid had been extended for the support of a colored normal and industrial school. The plans for the organization of the Virginia State Normal were placed in the hands of Doctor Ruffner, Doctor Curry, and Mr. J. L. Buchanan, afterwards State superintendent and principal of the school. The original plan of

the school as drafted by Doctor Curry did not contemplate the limitation of the institution to girls. The legislature at a later period opened the doors of William and Mary College to boys for the same purpose. The elaborate plan of organization reported and published by President Ruffner includes the usual arrangements of the best normal schools of the country. An act of the legislature also provided for an eight weeks' course of instruction for colored teachers at the Virginia Normal and Industrial Institute. Reading associations for teachers were established at four of the institutes during the year 1884. This important work was inaugurated by Prof. F. V. N. Painter, of Roanoke College, one of the most intelligent and zealous of the college men of Virginia in the cause of universal education and the author of a valuable work on educational history.

The fourth and last report of Superintendent Farr for the year closing July 31, 1885, contains several interesting features: (1) A census of teachers, including a record of the institutions where they received their education; (2) the teachers that had attended the Peabody normal institutes, with the place of their own schooling; (3) a table showing the school population and general condition of common school education in all the States and Territories of the Union; (4) the usual reports of the county and city superintendents; (5) a census of white teachers, classified by age, showing the occupation of parents, nativity of families, of the schools attended, and the illiteracy still prevailing. A similar census of colored children was furnished. The superintendent reports with satisfaction that "the schools have improved in every detail, that the system is stronger than ever before, and that it now commands the respect of all classes of people in the State." Of the entire white population under 21 years of age, 343,086, in 1880 104,957 were entirely illiterate, 30.5 per cent, and of the 260,000 colored, 121,000, or 53½ per cent, could not read. One of the most interesting features of the conference of school superintendents in 1885 was the production of a series of brief histories of popular education in all the counties of the State. These reports contain statistics of the former and present condition of educational affairs from 85 counties and the leading cities.

Superintendent Farr left his office in 1885 with the well-earned reputation of a faithful, industrious, and an unselfish administrator of school affairs. From 1885 to 1889 the office of superintendent of public instruction in Virginia was held by Mr. John L. Buchanan. This period may be regarded as a time of moderate advancement on the lines drawn by the previous superintendents.

During this period there seems to have come upon the educational public of the State what a Virginia President of the United States described as "an era of good feeling." In the records of the department there appears no evidence of any widespread hostility to the common school system of the State. During the four years from 1885 to 1889 the increase in the total expenditure for the school system was \$924,862, the total amount \$6,167,569. The school property of the State had gained \$408,952. There was an increase of 835 schools and 830 teachers, the number of white male teachers 147 less and of female 687 more. Thirty-three thousand six hundred and five additional pupils had been enrolled, of whom 10,056 were in average daily attendance. Other features of the system had remained substantially the same. In 1886 the State board of Virginia determined to carry out the direction of the law by giving the schools a uniform series of text-books, and as far as possible made the selection from Virginia authors. An important feature of the report of the superintendent for 1886 is the portion relating to the Hampton N. & A. Institute, which fills 50 pages, and, like all similar papers of Gen. S. C. Armstrong, principal of the school, is in itself a valuable treatise on the educational training of the negro, illustrated by the different departments of the growing Hampton school. The institution in 1886 spent \$119,000, of which the State contributed \$10,000. The N. & A. Institute at Petersburg had 150

students, 57 in the normal department, and under the presidency of Mr. John M. Langston was making a good report.

For the first time there appears in this document a report of the Miller Manual Labor School at Crozet, Albemarle County. This admirable institution, perhaps the most complete institution of learning in the State, was established in 1878 from a fund of \$1,290,638.49 left by Samuel Miller, of Lynchburg, Va., to Albemarle County for the benefit of the poor orphans and other children of white parents too poor to educate their children. The fund is held in trust by the State board of education of Virginia, whose function is simply clerical as connected with the preservation and application of the funds. The school is managed and controlled by the agency of the county court of Albemarle, which appoints annually the gentlemen to employ teachers and superintend the general instruction of the seminary. The district school-teachers of the county select the children, and from those recommended the court selects the pupils. In 1886 there were 208 students, of whom 50 were girls. The school is in fact as in name a manual labor institute. A farm of 1,000 acres, with shops of various kinds—indeed, all the usual arrangements for the industrial training of children and youth—are here found at their best. In the primary department children go through a course of four studies through six years, and all are compelled to take some industrial training that will insure self-support. The living and tuition of the pupils are free.

In the report of Superintendent Farr for 1885, Dr. William H. Ruffner, principal of the Farmville Female Normal School, gives an elaborate account of the organization, methods, and favorable working of this institution. It was put in operation in October, 1884, with a principal and five lady teachers, two from New England, the number being somewhat increased during the year. One hundred pupils appeared at the opening, and the applicants for admission soon crowded all the buildings to repletion.

The school was organized by the principal and trustees according to the best models, after a visit by Doctor Ruffner to several of the most important schools of the kind. The only difficulty appears to have been the inability to meet the demand for improved methods of teaching from the "inadequacy of means;" "5,000 trained white teachers could be put to work in Virginia if we had them." During the following summer, 1886, Doctor Ruffner and several of his teachers assisted in the work of the teachers' institutes. At the close of the second year of administration Doctor Ruffner declined a reelection to the office of principal, and entered on a long and interesting occupation connected with scientific inspection and exploration, in which he has always been interested; but his solid and progressive organization of the institution had laid the foundation for the work of his successor, Mr. John A. Cunningham, whose term of office began in October, 1887, and who retained the position for twelve years. Professor Cunningham came to this important post with perhaps the best possible outfit, at the close of a long period of teaching in almost every variety of school from the plantation primary to the principalship of one of the larger graded schools in Richmond. After four years the school reported an average attendance of 97 normal students, representing 38 counties and cities. A thorough preparatory and practice department was an important feature of the institution. Additions were made to the buildings. Its increase had been made possible by an outfit of \$30,000 and an increased appropriation by the State of \$10,000. One hundred and twelve students were given free tuition, with board at \$12 per month.

The financial situation of the public schools in 1887 was the most promising of any year, the receipts amounting to \$1,535,289.11, \$82,156.58 in excess of any previous year, and the general increase of the system was in proportion. The University of Virginia had established a special course of free instruction for white male teachers during the last three months of its annual session. The first year

brought together a class of 30. There were no charges for instruction in the academic courses of the university.

A law requiring the publication of the records of the high, normal, and industrial institutions of the State brought for the first time the University of Virginia before the readers of the State report of public instruction in 1887. The total number of students was 332. Since 1871 the patronage of the university had remained constant, while that of the colleges had fallen behind.

The Agricultural and Mechanical College for white students, at Blacksburg, reported 110 students and 8 professors, under the presidency of Gen. L. L. Lomax, in 1888. The same gradual increase in the common schools is noticed in 1888, the closing year of the administration of Superintendent Buchanan—\$25,000 in expenditure, 129 schools, and 121 teachers and 5,000 pupils, the most favorable showing since the inauguration of the system. The chief event of note in the year's school keeping in 1888 was the passage of an act to establish a normal school for white young men at William and Mary College in connection with its collegiate course. This venerated seat of learning, by the gradual decline of its early reputation, the destruction of some of its buildings by fire during the civil war, and an almost utter destruction of funds, was existing rather as a mournful tradition than a present reality. The State by this timely action not only restored it, but since 1888 has brought thither a larger number of students than in its palmy days. The act provided for an annual gift of \$10,000 on condition that "the college should establish in connection with the collegiate course a system of normal instruction and training for the purpose of educating and training white male teachers for the public free schools of the State." The pupils were to enjoy the college and normal course free of tuition; the latter pledged to teach two years after graduation.

Every city and county of the State was entitled to one pupil. By this time (1888) all the institutions of the higher technical education under State support had been harnessed into the general scheme of education. The University of Virginia was supporting a department for the training of young men for the superior grade of instruction in high schools and seminaries. In the Virginia Military Institute the students had always been under a pledge to teach in the public schools. The Miller Manual Labor Institute, on which perhaps a larger sum was annually expended per capita than in any school save the university, was also sending out an increasing number of teachers. The A. & M. College for some reason still lingered with a comparatively small attendance, though from this the public school had a moderate supply of instructors. The ancient college of William and Mary, whose decline dated from its rejection of Thomas Jefferson's plan for a proper State university, had been called to a new life by reconstruction as a normal school for young men. The Female Normal School, under the admirable management of President Cunningham and a corps of able women teachers, was doing all that could be expected. The two schools at Hampton and Petersburg for the colored race, both coeducational, were supplying 20 per cent of the teachers for the public schools at home and sending valuable representatives elsewhere. One of these graduates, Mr. Booker T. Washington, was destined to reach the most commanding position as a successful administrator and advocate of industrial education among his people in his great school at Tuskegee, Ala.

The University of Virginia in 1887 represented 176 in the academical, 118 in the law, 82 in the medical, and 21 in its engineering department, the whole number the largest since 1870-71, and of two-year students the largest since the foundation of the university. The improvement in the schools of the few larger cities, especially in Richmond, Lynchburg, Portsmouth, Danville, Norfolk, and Petersburg, had the merit of popularizing the system among the class that had so long resisted its introduction through its past period of conflict for existence, with

a public opinion that was a security for its continued support. The public school system was in all ways, especially in the fundamental condition of secure financial support, a higher, broader, and more established department of the State government than ever before. Of the \$1,500,000 expended, all save the interest of the literary fund was drawn from the annual taxation of the people. The great deficit had been reduced to \$294,595. Superintendent Buchanan on his retirement stated the truth in his declaration (1) "that the further expansion of the public school system was impossible without an increase of funds; (2) that the past financial condition of the State and the burdens still resting upon the masses of the people made further taxation for the schools a practical impossibility." The entire expenditure in 1888 for education in Virginia was \$1,538,352.70. A strong report from Dr. W. M. Thornwell, professor of applied mathematics and civil engineering, shows the defect of the University of Virginia at this time in the proper outfit for this important department of engineering and pleads for a generous expenditure by the State, with a protest against the reduction of \$5,000 in the legislative appropriation for the university.

In January, 1890, Mr. James L. Buchanan resigned his position as State superintendent of public instruction to accept a professorship of Latin in Randolph-Macon College. His place was occupied for the eight following years by Hon. John E. Massey.

Mr. Massey was one of the new public men who were brought into notice in the violent political wrestling of the Commonwealth with the State debt and the common school system. From all the overturnings of that period of intense public excitement the people's school, as administered by its first three superintendents, emerged at the end of its first twenty years one of the established facts of the Virginia of the new time; and perhaps no man in the State was better fitted to occupy the position of State superintendent of education during the eight following years than Mr. Massey. He possessed in large measure the gift of effective public address, still the most potent agency for holding up the spirit of the people to any good work once begun. He had a thoroughly intelligent and discriminating appreciation of the practical educational needs of his State, and, what is so often lacking in the great educator, he knew best of all his associates how much the people of Virginia from 1890 to 1900 could be persuaded to meet in the public education of its 660,000 school population. Instead of making this fact an excuse for an administration of despondency, he concentrated his efforts on the attempt to make better and more worthy of support the system already on the ground. What General Armstrong used to call an "intensive" system, in contrast to one of "extension," was adopted by the practical and patriotic superintendent, with such notable success that, without achieving more than a moderate annual increase, the quality of the public school keeping in Virginia in 1898 was of an undeniably higher grade than when he assumed the position of State superintendent in 1890.

One of the most persistent qualities in this administration was the deep interest of the new superintendent in the improvement of the teaching force. In 1890 47 of the county superintendencies had teachers' institutes and 67 did not. Supt. S. E. Glass, of Lynchburg, for more than ten years had conducted a common school of methods at Lynchburg, Bedford, and Charlottesville, which became the leading agency of its kind in the State and largely attracted attention throughout the South. The corps of teachers gathered at this school included many of the most distinguished of the northern and western institute workers, besides the best home talent. In 1890 the attendance reached 252 and the school was well known throughout the South.

A valuable movement was the simultaneous examination of teachers, on August 26 appointed by the State superintendent, who furnished a list of topics and

imparted a new vigor to this, one of the most neglected features of the system. A session of the State educational association in connection with a conference of superintendents held at Bedford City July 1-3, 1891, was another movement in the same direction. The University of Virginia in 1890 received a gift of \$100,000 from the Fayerweather estate, of New York City, with which it was enabled to erect a gymnasium and project other needed improvements. The A. & M. College at Blacksburg was favored by the appointment of Dr. J. M. McBryde to the office of the superintendency, called from the University of South Carolina. His opening report on organization, management of work, and course of study was the first introduction of this institute to its real function. From the day of this reorganization this college has steadily gained in numbers, efficiency, and breadth of management, until it may challenge comparison with similar institutions of every Southern State in all the essentials of a great agricultural and industrial school.

With the approach of the close of his career as principal of Hampton Institute, General Armstrong appeared to feel more intensely than ever the absolute necessity of the industrial feature of his school, also the necessity of reaching the masses of the colored people in the rural districts. In December, 1893, Superintendent Massey reports: "As regards the essential elements of growth the past year is without a parallel in the history of the school system." The total revenue was \$1,798,157.90, an increase of \$107,692.19.

The superintendent in 1893 advocates the admission of young women to the University of Virginia. After a visit to the North in the interest of industrial education, he urges attention to this feature of school work. The death of Gen. S. C. Armstrong, which occurred at Hampton May 11, 1893, is noted as "a calamity to the system of education inaugurated at Hampton." The citizens of Hampton testified to "his great love and faith in humanity, his broad catholic spirit, his purity of purpose, and his complete disregard of self, as expressed in our midst for twenty-five years by his patient devotion to a cause for which, without desire of personal gain, he gave his best years and, literally, his life." In response to the movement for the higher education of young women under the auspices of the State, the University of Virginia offered a scheme for the pursuit of advanced studies by women at the university, under the nominal supervision of the professors, but really under tutors, without permission to attend lectures or other exercises of the university. After examination a certificate of proficiency might be given. Only one woman applied, and the plan was finally abandoned as practically useless for the purpose aimed at. A chair of English literature was established in the university by the gift of \$50,000 from a lady. The A. & M. College, under the administration of President McBryde, was already on the highway of progress and rapidly becoming one of the most effective institutions of learning in the State. The principalship of the Hampton Normal and Agricultural Institute was conferred on Mr. H. B. Frissell, formerly chaplain of the institution.

In 1894 the legislature, by an act including the teachers' institute in the scheme of popular education, voted \$2,500 for the support of the institutes, which, reinforced by the usual gift of \$2,500 from the Peabody fund, gave \$5,000 for the support of this important department. The act was followed by the drawing up of a course of graded instruction for the teachers attending, to cover three years, the intervening months to be spent in a course of educational readings designed to unify the school work. The numbers in attendance on the several institutes for the years 1894 and 1895 were the largest ever known in the State, 1,721 and 1,756.

In 1898 the need of the State for education was made apparent by a table presented by Superintendent Massey, by which it was seen that there were 665,533 persons in the State between the ages of 5 and 21—337,000 white and 268,500 colored—of whom 115,357 white and 117,592 colored could neither read nor write,

232,949 in all; 29 per cent of white and 45 per cent of colored, averaging 35 per cent, more than one-third the entire school population of the Commonwealth. The Hampton Institute made a new movement in the industrial line in 1895 by directing more attention to the teaching of trades to its boys and more thorough domestic training for girls. By 1896-97 the educational foundations showed an increase in all directions. The superintendent writes: "The increase about keeps pace with the natural growth of the schools." At the close of the report of 1896 Superintendent Massey publishes an improved chart of illiteracy, from which it appears that Virginia was then only seventh above the lowest of the States in this respect, 30.2 per cent of its entire population being illiterate, with only North Carolina, 35.7 per cent; Georgia, 38.9 per cent; Mississippi, 40 per cent; Alabama, 41 per cent; New Mexico, 45.5 per cent; South Carolina, 45 per cent, and Louisiana, 45.8 per cent, being below it. The "needs" emphasized were (1) larger school funds, (2) more effective teaching, (3) closer supervision, (4) graded courses of instruction in country schools, (5) institutions of normal training, (6) school libraries, (7) county high schools, (8) a State board of examiners, (9) better school-houses.

A new departure was taken in the summer school of methods of instruction for white teachers at Charlottesville in 1896, where, at the request of a body of colored teachers desiring instruction of a special grade, a class of 56 was assembled and received the same lessons as given to the regular attendance. In 1897 this class was increased to 120. In Gloucester County, Va., more than 40 Hampton graduates had settled, and the negroes were paying nearly one-fifth the public tax of the county. Whatever may have been the success of the work of thirty years for the common school system of Virginia in bringing the Commonwealth up to the ideal persistently set before it by its four superintendents of public instruction, it will be necessary to take into account the entire field of educational activity during this period in order to arrive at a just conclusion. The common school system in thirty years had so far outgrown its beginnings that in 1898 there were 60 public high schools reported in the State, nearly all in connection with the common schools. In Richmond and Lynchburg the free high school had been established within two or three years of the inauguration of the general system. In several of the larger cities the colored people had a high or normal school attached to their own department. The rapid development of the graded method of organization, even in the small districts, was favorable to the secondary schooling.

In 1869 a strong petition went up to the city government in Richmond for the establishment of a complete system of public schools. There had already been a movement during the period of reconstruction, as far as the colored people were concerned, placed under the supervision of the freedmen's bureau. Several good buildings had been erected, and so-called high and normal schools for both races were in operation. The city government appropriated \$15,000, and Doctor Sears supplemented it with a considerable sum. Mr. Andrew Washburn appears as the first superintendent of a system that brought under instruction some 4,500 children of both races. The high and normal schools for colored youth were continued, and in due time their property was turned over to the general system, while its principal and others of the original company of school men from the North remained in the city and served on the general board of management.

In 1870-71 some \$45,000 was expended for 39 white and 37 colored schools. Mr. J. H. Binford was appointed by Doctor Ruffner as the first superintendent of public instruction in Richmond. Although infirm in health and with only three years of life left to him, he entered upon his new vocation with a confidence which aroused the people and enabled the public authorities to strike for an issue of \$100,000 in bonds for the building of schoolhouses. Seventy-two teachers were

selected from those at work in the remaining schools of the city. Mr. A. N. C. Calkins, superintendent of elementary education in New York City, was brought to Richmond to introduce the natural method of elementary instruction. A Saturday training school for teachers was established, and the new superintendent was ever present in the schools. In 1871 the schools were graded under Principals W. B. McGilveray, W. F. Fox, and J. H. Peay, jr., who had been from the first identified with public education in the city. They visited Boston, Philadelphia, and New York. The free high school, established in a hired building, was opened in 1873, with Mr. W. F. Fox as principal; 5,328 pupils were enrolled in all the schools—two-thirds of the entire school population.

In 1876 the city suffered an almost irreparable loss in the death of Superintendent Binford. The support of the excellent men who succeeded has only been able to carry the system forward at a moderate rate, so that in the year 1900 it was still debated whether music should be introduced in the curriculum, and during the year before the city council refused to appropriate the small sum of \$8,000 to supply a deficit, compelling the teachers to continue the schools in December as "a labor of love." The city of Richmond is already coming to recognize and do full honor to the devoted services of McGilveray, Fox, Peay, Cunningham, and a body of women teachers as devoted and unselfish as in the country. In 1899 the school enrollment reached 11,371. In the same year Principal W. F. Fox was raised to the superintendency, and under his administration the schools of Richmond have remained until the date of this record. In 1896 12,244 and in 1898 13,381 pupils were enrolled in the schools of Richmond, with 9,958 in daily attendance.

The city of Lynchburg, practically the capital of southern Virginia, in 1871 had a population of 12,000. When the public school was established by a grant of \$16,992, so complete was the satisfaction with it that in 1875 the city had the largest per cent of its school population in public and the smallest in private schools of any city in the State. A high school was added in 1872. Mr. A. F. Biggers was the superintendent until the appointment of Mr. Glass, whose long administration has been so connected with the operation of the summer school of methods, first established in Lynchburg and afterwards at Bedford City and Charlottesville, that he is probably as well known through the United States as any educator of the State and far more than many eminent in more public station.

The school history of the ancient city of Alexandria has an interesting historical connection with the Washington Academy, established originally by uniting his gift of \$4,000 with an academy in the city. Under this name the school for many years was to a considerable extent free, and on the establishment of the public school system in 1870 was included in it.

The city of Norfolk for a time responded more slowly to the call of the new education than any of the municipalities of the State. In 1879, with a population of 23,500, it had only 1,773 enrolled in its public school system, with 1,171 in daily attendance, and of its large colored population only 606. In 1880 it had the lowest per cent of public school attendance of the six larger cities of the State. But within the past decade, 1890-1900, a decided awakening has come upon the schools of Norfolk. At present the city is educationally among the more prosperous of the Commonwealth. The neighboring and smaller city of Portsmouth from the first has been one of the foremost educational communities of the State. The new city of Newport News within the past few years has freed itself from the depressing union with the county system, and its new school interest seems to be "forging ahead," with its reputation in industrial affairs already connected with the history of the rising Navy of the Union. At an early period in the history of the town Mr. C. P. Huntington established and supported an excellent free school for the

children of the workmen in his great shipyards. The city of Petersburg has been from the first one of the progressive school centers of Virginia. It moved in public school affairs as early as 1875, and in 1878 had 2,070 pupils enrolled and 1,428 in average attendance. In 1890 the attendance had risen to 3,055, in a school population—from 5 to 21 years of age—of 7,400.

The Report of the United States Commissioner of Education for 1897-98 contains the names of 280 high schools, endowed academies, seminaries, and other private secondary schools in Virginia. Many of these have been established during the past thirty or even twenty years. They all profess to include the entire work of education up to admission to college, and most of them contain a secondary school with several pupils of this sort, while a few report a class in normal training. An extended visitation during the past thirty years among these institutions has revealed the fact that almost every one of them contains at least one, and several of the larger schools more than one, teacher of unquestionable professional reputation. The Randolph-Macon College for women at Lynchburg, the Hollins Institute in Botetourt County, the Mary Baldwin Female College at Staunton, and perhaps a dozen seminaries less known abroad have a well-earned reputation for good teaching and have sent forth graduates of note as teachers and leaders in society.

From the year 1898 to 1902 the office of superintendent of public instruction was held by Mr. Joseph W. Southall. The most notable contention of the superintendent during these years was in respect to the condition of the rural schools. Especially was attention called to the fact of what he rightly denominated the "ruinous policy of the multiplication of rural schools, caused by the pressure to plant a schoolhouse in every little country neighborhood." This policy harmed the schools and drove to the cities and large towns many of the most valuable and enterprising citizens who desired better advantages for their children. In connection with this the superintendent brings up again the great necessity of the establishment of efficient graded schools in the country and a public high school in every county. These high schools are needed "to articulate the common schools with the university and other higher institutions of learning and to prepare teachers for the common schools." The superintendent also urges the necessity for a State board of school examiners. The subject of manual training is emphasized in both the biennial reports of Superintendent Southall. The two cities of Lynchburg and Staunton had introduced woodwork for boys and cooking and sewing for girls in their public schools. He especially urges its imperative necessity for the colored children of the State. The State Female Normal School of white girls at Farmville had an attendance in 1900 of 251, 100 girls and boys composing a training school of eight grades. More than 200 received free tuition on condition of teaching two years in the public school. In the sixteen years since its establishment this school had sent out with its diploma 394 young women, 57 of whom had taught in high schools and colleges. The legislature made an extra appropriation of \$30,000 for improving the dormitory accommodations, the erection of a gymnasium, and a steam-heating plant. In 1900 the Polytechnic College, formerly the A. & M., had accommodations for an attendance of 400 students. President McBryde was still at the head, with 12 professors, 7 assistant professors, 5 instructors, and 6 other officials. The expenditures amounted to \$115,541.07. The College of William and Mary reported 159 students, all young men, of whom 112 received free tuition in the normal department. The college is under obligation to educate 132 students at the rate of \$10 a month for board, fuel, light, and washing. The total cost to each student was \$118. The State appropriates \$15,000 annually. Along with the normal department the ordinary college course is continued. Mr. Lyon G. Tyler remains president.

Among the interesting documents published in the report of Superintendent

Southall for 1900-1901 is Thomas Jefferson's first plan for a system of free schools, introduced in the general assembly of Virginia in June, 1779. During the year 1901 Hon. John E. Massey, the immediate predecessor of Superintendent Southall, died, after many years of illness. During a long public life he had held almost every office in the State government, excepting governor, and at the time of his death was a member of the constitutional convention then in session. In 1901 Dr. William H. Ruffner, founder of the present public school system, was still living near Lexington, Va. From letters published in the reports of Superintendent Southall it appears that in 11 communities, indicated as cities in 1901, there were 38,125 children enrolled. According to the same authority there were 381,561 pupils enrolled through the State. The number of children educated in the 11 leading cities was only 1 to 10 of the entire State enrollment. Of these cities only one—Richmond, the capital—would rank as a city of the first class, according to the usual estimate of the national census, 85,000 population, while several of these places present a school enrollment as small as 1,000, and none, save Richmond, as large as 4,000. Taken in connection with the remarks of the superintendent concerning the rural schools, also considering the fact that the enrollment was only 55.2 per cent of the entire school population between 5 and 21—693,312—slightly more than one-third colored, we are not surprised to learn that according to the United States census of 1900 the percentage of illiteracy of persons 10 years of age and more is of native white 11.1 and of colored 44 per cent in Virginia. This means that of a total population of 836,295 whites and 479,464 negroes, 96,117 white and 213,960 colored persons above 10 years of age entered upon the new century unable to read and write. This large proportion of illiterates in the basement story, contrasted with the unusual appropriation afforded by the State for the higher education, points to the fact of the remarkable depletion of the rural South, especially in its older cities, of superior young men during the generation since the war. While the cities and larger towns of Virginia and other States are now in a fair degree enjoying opportunities for the elementary and secondary education of their people, furnished by local taxation in the more prosperous of them, the vast spaces of the open country even in Virginia are still in a comparatively neglected condition.

This condition of educational affairs, taken in connection with the history of Virginia for the past forty years, certainly places the Old Dominion at the beginning of the new century in a hopeful position. Especially does Superintendent Southall reckon as among the new educational forces the two organizations that within the past few years have been established for a new campaign of popular education through the entire South. The vast majority of the foremost people of those States of all classes and both races heartily indorse the policy of these two organizations—that the education of the children of any State or community is the most intimate concern of the people thereof.

The great perils of American society can only be dealt with effectively by the whole American people. Of all these perils, the fact that eight Southern States to-day are weighted with an illiteracy ranging from 11 per cent to 19 per cent of their white and from 38 per cent to 61 per cent of their colored population of 10 years old and upward is the most appalling, not only from its relation to the sixteen Commonwealths formerly known as the South, but also to the twenty-seven in the North. But the one body of people that from the close of the great civil war has needed no "reconstruction"—the body of more than half a million educators leading the common school public of every community which has already achieved such wonders during the past generation of marvelous growth—is now more than ever coming to a good understanding with the increasing wealth of the land. By the good Providence that Washington invoked we may trust that another thirty years of work among the children and youth will lift

Virginia to the destiny so evidently outlined in her manifest natural resources, her situation, and, above all, her foremost people, who never for a long time can be held back from their fidelity to this great interest.

In 1901-2 the convention which formed a revised constitution for the State of Virginia placed in this document the following provisions: (1) The State shall maintain and establish an efficient system of public free schools. (2) The State board of education shall consist of the governor, attorney-general, and superintendent of public instruction. In addition to this, its original form, the board shall be increased by experienced educators elected quadrennially by the senate from a list consisting of one from each of the faculties, nominated by their members or trustees, of the University of Virginia, Virginia Military Institute, State Polytechnic Institute, State Female Normal School, School of Deaf and Dumb, and College of William and Mary as long as it is subsidized by the State. Also by the addition of two division superintendents of schools and three from county and city superintendents of schools, chosen for two years, though not to act in the appointment of any public school official. (3) The State superintendent of instruction shall be elected by the people, at the same time as the governor, for four years and be ex officio president of the State board of education. (4) The State board of education, increased as above noted, is authorized (*a*) to divide the State into school divisions, each not less than one county or city, and appoint a superintendent for each division, subject to the approval of the senate, for four years. (*b*) To have charge of the investment, care, and distribution of the State school funds as regulated by law. (*c*) To make all needful rules for the management and conduct of the schools, subject to the right of the legislature to revise, amend, or repeal. (*d*) To impose a tax for the support of schools and educational appliances. (*e*) To elect boards of directors of the State library, who must serve without compensation, and appoint a salaried librarian. (5) Each magisterial district is constituted a separate school district, with three trustees, selected according to law. (6) The permanent literary fund of the State is to consist of (*a*) the present literary fund; (*b*) all public lands donated by the General Government for public free schools; (*c*) all escheated property; (*d*) waste and unappropriated lands; (*e*) all property forfeited to the State and fines for offenses against the State and what the State government annually may appropriate. (7) The State board shall appropriate the annual interest of the literary fund and the capitation tax paid into the State treasury and not returnable to towns and cities. The annual property tax of not less than 1 nor more than 5 mills on the dollar for schools of primary and grammar grade for the equal benefit of all people is appropriated by the board on the basis of school population, including all persons between 7 and 20. The general assembly under changed circumstances may provide for different methods of appropriation, though not less than noted in this section. (8) Each county, city, town, and school district may lay a tax, not over 5 mills on the dollar, to be appropriated by local authorities; but primary schools must be kept open four months in the year before any of this money raised by a local tax be appropriated to schools of like grade. (9) The general assembly may establish agricultural, normal, military, and technical schools and such other grades as shall be for the public good. (10) The general assembly may establish compulsory education for children between the ages of 8 and 12, unless they can read and write, or are weak in body or mind, or attend private schools, or are excused from school attendance. (11) Children of poor parents are supplied with text-books. (12) White and colored children can not be educated in the same school at public expense. (13) No public school funds can be applied to any school not under or exclusively controlled by the State or some political subdivision, excepting (*a*) the college of William and Mary; (*b*) bonds held by certain schools and colleges according to act of 1892; (*c*) counties, cities, towns, and districts may appropriate to schools

of normal, industrial, and technical training, also to any school or institution of learning under the exclusive control of the county, city, town, or district. (14) School boards and trustees of educational institutions shall be appointed for four years.

With this broad outfit of constitutional provision, its increasing material development, and the new interest awakened by the present revival in the education of the masses in the rural district, the Commonwealth of Virginia enters on the new century with a well-founded expectation of realizing the prophecy of the fathers a century ago.

DELAWARE.

The State of Delaware was the first to adopt the Constitution of the United States and one of the first to place in its constitution a provision under which every white child might legally receive a good common school education and the arts and sciences be promoted. The provision was as follows: "The legislature shall, as soon as conveniently may be, provide for establishing schools and promoting arts and sciences."

It is an interesting study in sociology to explain the fact that the two smallest Commonwealths of the Union, Delaware and Rhode Island, should for more than fifty years have been the most derelict in providing for the general education of their children. The State of Rhode Island waited, practically, until the period of the great revival of the public school system in New England under Horace Mann and Henry Barnard for the establishment of an effective system of public instruction. The State of Delaware, until about the same period, had not succeeded in getting upon the ground any effective method of dealing with even the small white population of the State.

In both these States one principal city led the movement for several years in the establishment of a proper city system of graded schools. But in both these Commonwealths the idea of personal independence and local jealousy even of State control seemed to have "had their perfect work" in preventing any concentration of action, and, of course, leaving every little district of the Commonwealth to go on according to its own way. In Delaware, as appears in the record referred to, the public school system established by the law of 1829 left it virtually under the control of each school district in the State to decide whether it should have "a good school, a poor school, or no school at all." In this habit the people were encouraged by the most distinguished leader in educational affairs in the State, Judge Willard Hall, a native of Massachusetts, who had left his native State at a period when the common schools of New England were supported almost entirely by the local authorities. Although this excellent and able man, during a period of nearly half a century, labored "in season and out of season" to persuade the people of his adopted State of the great advantages of popular education, yet his theory that the whole matter should be left to the disposition of the local authorities in every school district was a hindrance at the time and seems to have left upon the people an impression that, until a very late period, was an undisputed hindrance to the proper development of universal education.

The first important movement for the reorganization of the common school system of the State after the close of the civil war was an educational convention held at Dover, the capital, in December, 1867, "for a mutual interchange of opinions, to receive and discuss suggestions of improvements in the then existing law." The convention consisted of a large number of prominent men, remained in session two days, and was the beginning of a new and more vigorous movement for popular education. A committee appointed to draft a general school code

reported additions to the free school law of 1829, under which with some changes the State had been living for the past thirty-five years. In 1869 the legislature was moved to take up the subject, but with no results. Similar efforts in 1871 and 1873 met the same fate. But early in the session of the general assembly in 1875 a bill was reported, entitled "An act in relation to free schools in Delaware." As a result, on March 25, 1875, an act was passed entitled "The new school law of 1875." In this statute the legislature, for the first and only time in its history, seems to have been impressed with the absolute necessity of a central authority for the general supervision of the common school system. This was made doubly necessary from the fact that the three counties of Delaware—Newcastle, including the city of Wilmington; Kent, where the capital, Dover, was located, and Sussex, in the more southerly portion of the State—represented perhaps the three extremes of Southern American life at the time of the passage of this law. The city of Wilmington, which had already established the usual city graded school system, was a good specimen of a growing manufacturing city of the type of the Pennsylvania and New Jersey community of that sort. On the other hand, the county of Sussex was a fair representative of the Atlantic coast county in the neighboring States of Maryland and Virginia.

By the new school law a State superintendent was to be appointed annually by the Governor, to hold his office one year. His duties were to visit every school in the State once a year; to examine all candidates for the office of teacher; to hold a teachers' institute in each county once a year with a three days' session; to report to the governor annually the condition of schools, with recommendations and suggestions for the improvement of the system. A State board of education was appointed, consisting of the president of Delaware College, the secretary of state, State auditor, and State superintendent of instruction, the president of Delaware College being president of the board. With the exception of the auditor no member of the State board received a salary. This board was to determine what text-books should be used, receive returns from the schools, hear appeals, and determine all matters of controversy between superintendent, teachers, and commissioners. All teachers were required to have a certificate from the State superintendent, setting forth proficiency in the common English branches. The revenue was raised in the same manner as in the old law, which provided that each school district should raise by taxation a certain sum, indicated in the new law as \$100 in Newcastle and Kent and \$60 in Sussex County, with a privilege of extending its expenditure within certain limits. This law was not intended to essentially change the system which had prevailed for thirty-five years, but to make certain improvements. The permanent school fund of the State amounted to nearly \$450,000 and with the revenue accruing from other sources the sum of \$26,606.95 was to be distributed among the schools of the State.

The most important part of this movement was the appointment by the governor, in 1875, of Mr. J. H. Groves as superintendent of free schools, a position which he held until the year 1880. A notable defect in the law was the omission of a county superintendency. The State board of education of course could do nothing in a practical way for the supervision of the schools. The result was that the new superintendent was expected at once to visit 370 district schools, keep an account in a book of his observations, examine candidates for teachers' places, furnish certificates, and generally supervise the public education of a State in which every district regarded itself as its own creator and supervisor. In his first report the superintendent gives the whole number of schools outside of Wilmington as 370, taught 6.8 months in the year, containing 21,587 pupils, averaging 58 to each school, instructed at an average cost of tuition of \$4.89. There were 430 teachers, whose average monthly salary was \$30.35. By the utmost effort the superintendent had visited 276 schoolhouses. Of these 250 had black-

boards and the same number were without maps and charts. Fifty-four examinations had been held for 521 applicants for teachers' certificates. The whole amount of the State appropriation for the year for education was \$29,284.89, which, increased by the amount levied and collected in school districts, \$188,940.60, made the total amount \$218,225.49.

The report is mainly an explanation of the impossible character of the duties required of the State superintendent of schools. No report had ever been made before of the "condition of the schools, their wants, and the status of teachers." The superintendent therefore concluded to begin "with a low standard of requirements and gradually elevate it," for "had there been a searching examination a great number, or perhaps the greater number, of the teachers at that time teaching in our public schools would have entirely failed." He believed the second examinations had shown improvement. This included the usual common school studies, with the addition of theory and practice of teaching, and 60 per cent was required for the acceptance of a teacher. In visiting schools he declares that the "average duration of schools in the State is 7 months; allowing 21 days to a month we have 147 days in which schools are in operation, and deducting 25 days for holding examinations and 15 for institute work, there would remain 102 days for school visitation. This would compel the superintendent to visit nearly 4 schools a day, including stormy days and holidays. The school districts are 3 miles apart, with a session only 6 hours a day." Hence the difficulty of obeying this law. In visiting he found "in most cases the teachers were using the methods used in the schools where they were taught." The blackboards were generally in no condition for use and the teachers unprovided with chalk. "The schools lacked systematic organization. The studies that belong to public schools were not properly used in considering the wants of children." Everywhere he finds "lack of interest on the part of those whom free schools benefit." The habit of employing females to teach in summer and autumn and males in the winter made two sets of teachers and was "detrimental to the best interests of the schools." "There seemed to be little care of the grounds surrounding the schoolhouses; the houses generally are small, uncomfortable, and poorly furnished, children crowded into a small space with but little ventilation and no comforts."

In Sussex County, the southern end of the State, he found the teachers chiefly "men who did not make teaching a profession, but merely put in the time not needed in their usual work, teaching three months and farming nine. Consequently the condition of the schools is not what we hoped to be able to report. Reading, writing, ciphering formed the sum and substance. But little attention was paid to the elements of arithmetic, even a knowledge of numeration and notation in many cases not known by the teachers, much less taught." He was, however, struck with the eagerness of the pupils generally for instruction. "The houses are small and miserably furnished. Long desks are stretched around the walls of part of the house and benches with no backs or stays. Neither charts, maps, nor globes in any of the schoolhouses of Sussex County." Yet there, as everywhere, he found some good teachers. He had called in different professors of Delaware College and assistants from other States for institute work. He earnestly suggests the need of a State normal school. "We call loudly for better teachers—teachers who can not only utilize the ripe experiences of our best educators, but effectually use the progressive and modern methods of to-day." He suggests several changes in the school laws. After a full year in the service he believes "that there is a marked change for the better in our public schools."

The city of Wilmington, whose schools were conducted under the local special system, reports 16 schoolhouses with 4,890 sittings, a high school for boys and girls, 2 grammar schools for each sex, and 14 primary schools in which the sexes are taught together. The whole number of teachers is 97; 5,947 pupils

were enrolled during the year, with an average daily attendance of 3,720. The number of pupils did not seem to be essentially changed year by year. The total cost of the schools of the city was \$119,230.14; the value of school property, \$265,338.80. The governor of the State, Hon. John P. Cochran, in his first biennial message gave special attention to the subject of education. This document contains a brief résumé of educational work in the State, and an emphatic indorsement of the new school law of 1875 as "securing a class of better qualified teachers, a uniform class of school books, an annual visitation of the school by the State superintendent, and the holding of teachers' institutes." He still expresses confidence in the regulation idea of the State, and argues against any suspicion that the new law "might infringe materially upon the fundamental policy of giving to the people through the district commissioners the charge of the schools. The compulsory system may make good subjects for arbitrary governments, but the other will better fit men for the duties and responsibilities of free citizens."

In 1878 there appears to have been a slight gain in the number of schools and enrollment of pupils, but scarcely an increase of appropriations. The superintendent, however, expresses the opinion "that there has been a very perceptible improvement in the qualifications of the teachers. Not one-fifth of those examined in the year before could have passed examinations required this year." He puts in a strong plea for county, township, and district supervision of the schools. This matter had been confused by the legislature. "No one man can carry out the part of the law requiring general supervision of the State." The teachers' institutes "depend entirely upon the small amount of money contributed by the teachers to defray the expenses incurred." He urges appropriations by the State for this purpose. Some of the local commissioners will not allow their teachers to attend the institutes and in other cases deduct the salary for those days. The school board of Wilmington decided to continue the salary of their teachers during their absence at institutes. He refers to the confused state of the school laws, and urges that they should be compiled and printed for general use. One of the most important features of the report is the publication of a document prepared by Mr. H. C. Conrad, esq., who represented a private association established for the education of the colored race in Delaware. Up to this point the State had done nothing for the free public education of this people, save the appropriation of their own taxation. This was only sufficient to meet about one-third of the expenses, the other two-thirds to be raised by contributions among the colored people themselves. The author urges the justice of extending the benefits of the public school system to this people. The number of colored pupils for the three counties was less than 2,000.

In 1880 the number of schools had increased to 512; of pupils, white, 31,502; colored, 3,954. The cost of education was \$6.39 each per annum; total number of teachers, 423. The total expenditure was \$177,651.89, a decrease of nearly \$40,000. On this, the closing year of his service, Superintendent Groves reports: "It is very difficult to state in words the work of the many schoolrooms throughout our State. The larger number of pupils in schools are in the primary classes. The fundamental instruction should mainly be aimed at by our instructors. A more thorough and comprehensive plan should be adopted to secure the best results for children in the short time allotted for school training." He devotes an important portion of his report to the suggestion of improved methods of instruction in the fundamental branches. He still urges the fact of the insufficiency of the school-houses, although there is a movement for the better housing of the children. He urges a union or consolidation of districts in many parts of the State. The State teachers' association, which had been organized in 1879, held its annual meeting in 1880, with 80 members in attendance. It passed stirring resolutions urging

improvement in the general matter of school keeping. The superintendent testifies to the very difficult work of the colored schools to maintain themselves with the help rendered by the Delaware association and the small amount of tax collected among themselves, and urges the State to come to the rescue. There were about 50 colored schools outside of the city of Wilmington, which had already incorporated this class of schools in its general system.

A very important portion of this report was a brief history of the free schools of Delaware, to which the author of this essay on the schools of this State is indebted for valuable information. The president of the State board of education in 1880 was Dr. W. H. Purnell, LL. D., president of Delaware College.

Five years later we find the common school system of the State under charge of Mr. T. N. Williams, with H. C. Carpenter as assistant superintendent. The number of schools, the average time of school terms, the number of children, and other features of statistical importance are not to a considerable extent increased, especially the average salary of teachers. It appears that the average age of the teachers in the State in 1884 was 24.1 years. The total cost of education was \$206,918.43, a decrease from 1878. The new superintendent, however, opens with the expression of "the sincere gratification that I am able to present a most encouraging report of the conditions of the free schools of Delaware." The efficient management of his predecessor and assistant "had established the schools on a healthy basis, and a most careful supervision had been exercised." He speaks of the number of beautiful and commodious houses that had been erected in the past year in the three counties of the State. The prominent hindrances are the want of permanency of employment of teachers, a misapprehension on the part of many parents and school commissioners of the real objects of the schools, and in some places the lack of trained teachers. "Yet never before has public sentiment been so strong in favor of the support of free public schools as to-day." The superintendent had traveled extensively and examined 462 candidates for teachers. One hundred and twenty-nine thousand dollars had been spent in the improvement of schoolhouses. The Delaware State Teachers' Association held its sixth annual meeting with eminent lecturers, and during the year 25 educational meetings had been held in different parts of the State. The Delaware College was the only institution of higher learning belonging to the State. It was endowed by the fund received under the act of Congress of 1862, although under the exclusive control of a private corporation until 1867, the State then being made one-half owner of all the property and an agricultural department established. A classical department also contained the usual course of college instruction. A literary course, especially designed for young ladies, omitted the Greek and higher mathematics. Young ladies had been admitted to the college for twelve years. The average number of students was 54, half the number admitted on scholarship appointments from members of the legislature, of which the State was entitled to 30.

In 1883 the general assembly passed an act authorizing a general supervision over the colored schools of the State. There were 65 outside of Wilmington in session an average of four and seven-eighths months, the highest enrollment being 3,409, while the total amount paid from all sources was \$8,176. A peculiar feature of the school system of the State was the large number of villages which, like Wilmington, were acting under a special law, separating them from the general system of the State. Of these the most important seemed to be Newcastle, Middletown, Smyrna, Dover, Milford, Seaford, Harrington, and Lewes.

In 1887 Mr. T. N. Williams was still occupying the post of superintendent and Mr. H. C. Carpenter of assistant. The statistics of public school instruction varied little from year to year, and from the reports of the superintendent it would seem that the principal gain in eleven years was the progress in character

and methods of instruction, the improvement in schoolhouses, and an increased interest of the parents and patrons. Still the obstinate hindrances remain—the want of active interest on the part of the parents, frequent changes of teachers, and carelessness in their employment. In two years over \$125,000 had been spent in the improvement of school buildings. The superintendent had made an herculean effort, despite bad roads and severe weather, to visit all the schools in the State. Six hundred and twenty-one candidates had appeared for examination. An improvement in the character of the school commissioners or trustees of the districts is noted. The colored schools are said to be making substantial and encouraging progress. Schoolbooks were sold through depositaries appointed by the superintendent, numbering 58 in the State, and 10 per cent was allowed for selling; but the importance of free schoolbooks is urged. As a large portion of the State school money is distributed among town schools practically outside the jurisdiction of the State superintendent, it is urged that this anomalous condition should be changed. A new president of the Delaware College, Mr. J. H. Caldwell, reports that the legislature had appropriated the sum of \$8,000 for the improvement of the buildings. The number of students was 49, of whom 6—3 male and 3 female—were graduated. The city of Wilmington in 1887 had reached a population of 52,000, and the number of sittings in its schoolhouses were 7,665. The school system of this city had for many years been under the very efficient and faithful superintendency of Mr. David W. Harlan.

During the following year the legislature returned to its original system of local control of its public school system, to the extent of dispensing with the State superintendency and placing the control of each county in the hands of a county superintendent appointed by the governor, the duty of the president of the State board of education being to offer a report in writing biennially to the governor on the condition of the public schools, beginning December, 1889. The same law that established the county superintendency in the State made it the duty of the incumbents to visit all schools, conduct all examinations, grant certificates, and hold annual teachers' institutes. Mr. Herman Bessey had been appointed commissioner for Newcastle County, Mr. L. Irving Handy for Kent County, and Mr. James H. Ward for Sussex County. These superintendents were appointed for only one year, but the president of the State board of education, Mr. A. N. Raub, urges their appointment for four years. The law provided that all teachers should attend the county institutes, but as no penalty was attached, the law was not strictly obeyed. The requirement of a county superintendent visiting each school in his county twice a year, each visit to be of not less than two hours' duration, is described as impossible. The utter inefficiency of the local district system seems to have finally made its impression on headquarters, and the president of the State board suggests that the system would be greatly benefited by making each "hundred" a school district, with from three to five school trustees or commissioners. He refers to the fact that the Western States, and, indeed, nearly every State of the North, is adopting the township system, in which the township becomes a school unit. In this way the general board of control would offer the same educational privileges and facilities to all in the group.

At present one might give forty and the other only thirty weeks to the children. The "hundreds" as school districts might be divided into incorporated boroughs and rural districts, making practically the township system. In this way high schools throughout the State might be established in each "hundred," where students could receive preliminary education for business pursuits and all necessary training to fit them for college and professional schools. A temperance hygiene law is said to be so loosely worded as to be practically useless. Free text-books are urged; also the inconvenience of the great number of incorporated school boards, which "destroys the unity of the system and makes it specially difficult to form

an accurate estimate of the actual progress of the schools," is pointed out. At present "there is no authorized means of learning the number of children of school age in the State." Under the new law the members of the State board of education received no salary or compensation. The Delaware College seems to be making progress. As a natural result of the abolition of the State superintendency, there has been difficulty in gathering and arranging statistics. The incorporated school boards are under no legal obligation to furnish statistics, and the county superintendence and the requirements of the law are so meager that no general attempt is made in this report to give a consolidated account of the condition of education in the State. Each of the commissioners presents his own report. The commissioner of Kent County has decided to take the colored schools of that county under his own supervision, finding them evidently in a somewhat feeble condition. One peculiarity of the school system is a habit of accumulating a surplus in the treasury of the different counties and towns.

In 1890 President Raub, of the State board, makes a second report, declaring that after four years' trial the work of the county superintendency has in the main been satisfactory, but that it is impossible for these gentlemen alone to accomplish what the law requires. He also points to two defects—in the fact that this official is appointed for only one year, and there is no standard of qualification as to scholarship or experience in teaching on his part. The present salary, \$1,000, expected to cover all expenses for traveling, board, etc., is too low. The annual appropriation for each county to the county institute should be increased to \$1,500 at least. There is great confusion in the matter of granting certificates to teachers. He believes it is safe to give the approximate school population of the State from 6 to 21 years as 33,589 white and 5,542 colored. Of this number, 80 per cent of the white and 84 per cent of the colored were enrolled during the past year, and 51 per cent of the white were in daily attendance for $8\frac{1}{2}$ months and 51.5 per cent of the colored children for $5\frac{1}{2}$ months, including Wilmington. The subject of incorporated schools is again brought forward as a feature which destroys the unity of the whole system and makes it especially difficult to form an accurate estimate of the actual progress of the schools. A provision for a uniform system of text-books is not generally complied with. Delaware College has taken "rapid forward strides," although the number of students has not yet reached a hundred. The State has a large, growing surplus of school money. At the close of the year there was over \$56,000 of surplus money—twice the annual State appropriation to all of the schools—in the hands of the school clerks. A new provision connected with the license law would add \$50,000 a year to this fund. In the whole State the children of school age number 33,589; number enrolled, 26,778; in average attendance, 16,798; number of schoolhouses, 367—25,293 sittings; number of teachers, 605; number of days taught, 105,875; average salary of male teachers, \$33.52; of female, \$30.20; value of school buildings, \$548,946. The colored schools included an enrollment of 4,656, with an average daily attendance of 2,851, 85 schoolhouses, and 96 teachers. They received an appropriation of \$6,000, with taxes. The commissioners generally report a gratifying progress.

In 1892 Mr. Robert J. Reynolds, ex officio president of the State board, publishes the reports of the different counties. A marked improvement of interest in public instruction in Sussex County is noted, although many schools in the county "are far below what they might be even under present opportunities." Especially is the condition of the schoolhouse criticised. There are 28 school buildings in the county valued at \$50 or less, running as low as \$10 per building, and there are 50 buildings which do not exceed \$100 each. Twenty-six school districts in the county do not own the ground on which their school buildings stand. The enterprising superintendent of this county presents a decided overhauling of educational matters in his own preserve. The free text-books which are now offered to the chil-

dren are regarded a great reform. He says: "The State appropriates a very handsome sum for the purpose of education, which is increasing yearly, but my acquaintance with the schools has not revealed to me such an advance in their condition as the financial aid given would lead me to expect. Much backwardness is due, in my opinion, to the method of depositing the funds with local school boards. In the selection of district officials the first question is to find those willing to serve. The officers being selected, they regard the office as a sinecure. I find in my visits that no more than 10 per cent of the schools are visited by the commissioner during the year. They regard their duty to consist in fixing the term of school and such salary for teacher as will not consume the school fund, and the employment of a teacher, whom they leave to run the school in his own way until by friction he loses favor with some member of the district and the commissioners are unwilling to risk their popularity in employing him longer. The needs of the school are neglected and terms often very short when large sums are left in the local treasury. The schools are left to such diversified authority and management that it is not only impossible to enforce any systematic improvement, but the present management is ineffective and expensive. We must have local school boards to look after their interests; but would it not be better if the general management and direction of the schools and the handling of the funds were committed to a county school board, the governor appointing the officer or officers? That might effect a uniform progress in the schools and afford a better security and accountability for the funds. The surplus money in the hands of clerks is frequently used in speculation and often the districts have sustained heavy losses. Our system of reporting is expensive to the State, a tedious piece of work to the teacher, and the reports have never met the purpose for which they were intended. As a matter of statistics they are useless unless complete, which they never are. Much of the information called for is useless." A change is recommended in the law for the collection of taxes of colored persons in incorporated districts. The provisions of the law are greatly neglected. The State gives the colored schools of Sussex County \$3,000, but their entire tax contributed is only one-third of the levy. It is not remarkable that a system of schools struggling with such inveterate hindrances as these, in obedience to a persistent idea of individual and local independence, should have made only a gradual progress during the decade from 1890 to 1900.

In 1898, however, a new school law was passed, which evidently was intended to strengthen greatly the power at the center of the system. It provided for a State board of education consisting of the governor, secretary of state, president of Delaware College, State auditor, and senior member of the county school commissioners, with other experts, which should hold quarterly meetings, four members making a quorum. This body had authority to make laws for its own government, to exercise the powers and perform the duties usually vested in such boards, to prepare examination papers for different classes of teachers covering 12 subjects, to adopt a list of schoolbooks and appoint the method of their distribution, to hear appeals from county school commissioners, to gather statistics on education, report to the general assembly, and suggest changes in the school laws. Their compensation was \$5 per day for actual services, the president of the State board being president of Delaware College.

The supervision of all county schools was vested in the county school commissioner for each county, this official to be appointed by the governor for three years, the compensation being \$5 per day for actual service, not to exceed \$30 for the year, traveling expenses not to exceed \$25. The districts were still intrusted with large powers in the management of their schools. Yet the general scope of the law showed a decided advance through the State in the direction of uniformity of

system, thorough supervision, and holding officials to their duty. In 1899 the law was further improved by a provision for the establishment of graded schools. The biennial report of the State board of education for 1900, consisting of the governor, secretary of state, auditor of accounts, president of Delaware College, school commissioners of Newcastle, Kent, and Sussex counties, each of which is given a commission of three persons, reports its own origin in 1898. In this brief space the efforts of the board have been, (1) "to organize and systematize the work of the public schools of the State; (2) to obtain reliable and comprehensive statistics that should be used as a basis of a more intelligent work and fairer and more just distribution of State aid; (3) the selection and adoption of better text-books." The board recognized the evils of the system, based as it is on extreme local self-government. "The irregular boundaries of the district inclose local prejudice and strife and destroy uniformity and justice. The insufficient school buildings, unequal taxation, location of schoolhouses, unequal salaries of teachers, all make it impossible that taxpayers and children enjoy equal privileges."

In order to exhibit these defects the State board compiled complete statistics sufficiently valuable to warrant their publication. "Full statistics will not need to be published oftener than ten years. The present have been obtained at much trouble and expense. A carefully revised and selected list of text-books has been made. The great need of our schools is more money and a more just and equitable distribution of the school dividend." The sum distributed during the year was a school fund amounting to \$144,296.50, composed of \$44,296.50 income from investments of funds and \$100,000 appropriated by general appropriation act. One hundred and fifty dollars was appropriated to each single district in Newcastle County. In Kent and Sussex a different mode of distribution was practiced. Fifty-three of the school districts in Kent County were incorporated districts and 71 in Sussex. It is recommended that the general appropriation by the State be increased to \$120,000, so that \$164,296.50 can be distributed, giving \$25,000 to the city of Wilmington. The board is convinced that the present general school law is the best that the State has ever had. The graded schools established under the act of 1899 and supervised by the State board represent 37 in the three counties. By the law only 150 pupils in each can be admitted at one time, and the graded schools receive \$15 per annum for each pupil. It is recommended that the law be made to apply to the Wilmington schools. For several years an excellent summer school of methods had been conducted in Kent County by Superintendent Tindall, and this plan is recommended as the best substitute for a normal school in Delaware. It is recommended that the school be made permanent by putting at the command of the superintendent an appropriation for the school, to be held at Dover for four weeks during July and August in each year. An appropriation of \$1,000 per annum would suffice for the purpose.

In contrast with the general lack of efficiency, the result of the system of local control of the schools and the large number of incorporated village systems, we turn with great satisfaction to the report of the schools of the city of Wilmington, which from an early period have gone forward with a steady progress. At the laying of the corner stone of a new high school building on April 20, 1899, Dr. E. G. Shortlidge, president of the board, read a paper concerning the growth of the public schools of Wilmington. Little of the history of the public schools of this city previous to 1852 was in existence. In 1829 under the free school act Wilmington was divided into 10 school districts, against powerful opposition. In only 1 was a school permanently established; in 2 others for short irregular periods. In 1833 a considerable sum of dividends from the income of the school fund suggested a plan to unite the 10 and form one large school, and in this same year this was accomplished. A schoolhouse was built with 2 rooms, 1 for male

and 1 for female pupils, which contained 120 seats. The school commenced and was continued to 1852. It was supported against earnest opposition, occasioning much discussion. In 1852 the schools were reconstructed under a special act. The city council appropriated \$10,000 annually. New schoolhouses were built and in 1861 there were 8 in use in the city. In 1857 the whole number of pupils in the public schools was 1,800; in 1898, 10,769. In 1859 there were 39 teachers; in 1898, 245. Up to 1859 there was no considerable grammar school for boys. In that year the first high school class was organized, in 1872 numbering 40. In 1898 the enrollment in the high school was 622. Up to the opening of school No. 1 in 1871 no advance beyond ordinary branches with algebra, geometry, natural philosophy, and physiology had been made.

In 1898 all the pupils below the high school were taught music, drawing, and other branches usually taught in primary and grammar schools. Girls in the grammar schools were taught sewing, and kindergarten methods were used in the primary schools.

In 1901 the faithful superintendent, Mr. David W. Harlan, retired and his place was supplied by Mr. George W. Twitmyer. The board of education at this time consisted of 24 members, representing 12 wards of the city. Miss Mary C. I. Williams was assistant superintendent of schools. The total population of Wilmington in 1900 was 76,508. There were 29 schoolhouses, with 238 schoolrooms, with sittings for 10,862 pupils. A high school for boys and girls was provided. Four grammar schools—one combined high, grammar, and primary, for colored—and 23 primary. The number of teachers in the day schools was 270, 245 being women. The whole number of pupils enrolled was 11,019, the average daily attendance 8,476. The colored schools represented an enrollment of 1,560, with 1,114 the average number. During the twenty-nine years previous to 1901 the number of schoolhouses had increased from 15 to 29; number of sittings from 4,502 to 10,862; whole number of pupils enrolled from 5,920 to 11,019, average attendance from 3,555 to 8,476, and number of teachers from 82 to 270. The total expenditure in 1900 was \$189,676.08; cost per capita on total number enrolled, \$15.76; on average number attending, \$20.48. In 1901 \$205,293.27 was paid for new buildings and furniture. The school tax had increased from 3 $\frac{3}{4}$ mills in 1885-86 to 4 mills in 1901. From this \$162,792.17 was received from the city council, \$22,515.75 from the State fund, \$4,369.16 from other sources, making a total of \$189,676.08. The new high school building, dedicated in 1901, was regarded as one of the most complete in the country. Manual training had been introduced in the different departments of the schools. An interesting feature of the educational condition of the city was the interest shown in the school system by the New Century Club, composed of the leading ladies of the city. The new superintendent recommends an extension of the high school course to four years, with a liberal provision for electives, the addition of sewing into the upper primary grades, the extension of manual training in the form of constructive work in all of the grades below the high school, the establishment of a pedagogical library in connection with the Principal's Round Table Library and the establishment of a nongraded school for the children requiring special care and instruction. The new superintendent pays a deserved tribute to the work of his predecessor, Mr. David W. Harlan: "His devotion to his work, his honesty of purpose, with ability to organize, and his personality can be felt in every department of the schools."

CHAPTER X.

THE PRESENT STATUS OF THE CERTIFICATION OF TEACHERS IN THE UNITED STATES.

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[The following chapter has been prepared for this Report by Professor Jackson (formerly State superintendent of public instruction of Nebraska) from data collected by himself, the results being submitted by him to the different State superintendents for criticism. It answers numerous inquiries made to this Office from week to week. The tabular arrangement of the legal provisions is well designed to facilitate reference and afford systematic information on any of the chief particulars concerning the different grades of teachers' certificates in the several States.—*Commissioner of Education.*]

A COMPARISON OF SUBJECTS REQUIRED FOR STATE CERTIFICATES.

The following are required in practically all of the States: Reading, orthography, writing, physiology and hygiene (including scientific temperance instruction), arithmetic, geography, United States history, and grammar.

In most of the States the following are required: Algebra, geometry, general history, civics, physics, theory and art of teaching, literature, botany.

In a large portion of the States the following are required: Bookkeeping, school law, composition, rhetoric, zoology, pedagogy, psychology, physical geography, geology, history of education, drawing.

Chemistry is required in 11 States, Latin and school management in 10, method in 9, trigonometry in 7, music, agriculture, and a thesis in 6, astronomy and political economy in 5.

TABLE NO. 2.—*Number of subjects required for State certificates compared in groups of States.*

North Atlantic Division:		North Central Division:	
Maine	14	Ohio	17
New Hampshire	20	Indiana	28
Vermont	(a)	Illinois	25
Massachusetts	23	Michigan	16
Rhode Island	28	Wisconsin	24
Connecticut	a 13	Minnesota	31
New York	28	Iowa	30
New Jersey	23	Missouri	20
Pennsylvania	a 11	North Dakota	33
South Atlantic Division:		South Dakota	23
Delaware	a 13	Nebraska	27
Maryland	14	Kansas	29
District of Columbia	(a)	Western Division:	
Virginia	1	Montana	21
West Virginia	14	Wyoming	21
North Carolina	12	Colorado	25
South Carolina	a 13	New Mexico	(a)
Georgia	(a)	Arizona	17
Florida	21	Utah	24
South Central Division:		Nevada	25
Kentucky	17	Idaho	14
Tennessee	18	Washington	23
Alabama	14	Oregon	21
Mississippi	14	California	20
Louisiana	15		
Texas	23		
Arkansas	21		
Oklahoma	20		

^a See notes supplementary to Table 1.

From the above it will appear that the North Central Division of States requires on the average the largest number of subjects—approximately 25. The North Atlantic and the Western divisions of States have about the same average requirements of subjects—approximately 21. Next in order is the South Central Division—approximately 18. The smallest number of subjects required is in the South Atlantic Division, where the approximate average of subjects is 15.

States requiring the larger number of subjects almost uniformly require that a higher grade be maintained in the various subjects. Thus, the above variations are even more marked than would appear from a comparison of the number of subjects alone.

TABLE NO. 3.—*Authorities issuing certificates.*

States and Territories.	State superin- tendent.	State board.	State normal board.	Regents of uni- versity.	County superin- tendent.	County board.	School district board.
Alabama.....		x					
Arkansas.....	x					x	
California.....						x	
Colorado.....		x			x		
Connecticut.....		x					
Delaware.....					x		
Florida.....	x				x		
Georgia.....	x				x		
Idaho.....		x			x		
Illinois.....	x				x		
Indiana.....	x	x			x		
Iowa.....		x			x		
Kansas.....		x				x	
Kentucky.....		x				x	
Louisiana.....	x				a x		
Maine.....	x						x
Maryland.....		x			x		
Massachusetts.....		x					
Michigan.....		x		x		x	
Minnesota.....	x		x	x	x		x
Mississippi.....		x			x		
Missouri.....	x			x		x	
Montana.....		x	x	x	x		
Nebraska ^b	x		x	x	x		
Nevada.....		x				x	
New Hampshire.....	x						x
New Jersey.....		x				x	
New York.....	x				x		
North Carolina.....					x		
North Dakota.....	x						
Ohio.....		x				x	
Oregon.....		x				x	
Pennsylvania.....	x				x		
Rhode Island.....		x					
South Carolina.....		x				x	
South Dakota.....	x				x		
Tennessee.....							
Texas.....	x				(c)		
Utah.....		x			x		
Vermont.....	x		x			x	x
Virginia.....	x				x		
Washington.....	x	x			x		
West Virginia.....	x	x					
Wisconsin.....	x	x	x		x		
Wyoming.....	x				x		
Alaska.....	x						
Arizona.....	x	x					
District of Columbia.....		x					
Hawaii.....							
Indian Territory.....	x						
New Mexico.....					x		
Oklahoma.....		x			x		
Insular possessions:							
Porto Rico.....	x						
Philippine Islands.....							

^a Parish superintendent.^b In Nebraska the following institutions are normal schools, with State recognition, and State certificates are issued by the faculty and State superintendent: Nebraska Wesleyan University Normal School, Fremont Normal School. University State teachers' certificates are issued by the University of Nebraska, the Nebraska Wesleyan University, Doane College, and Bellevue College. After three years of successful experience the countersignature of the State superintendent of public instruction makes them life State certificates.^c County and State superintendents.

SIMILAR AUTHORITIES FOR ISSUING CERTIFICATES.

State board only: (4) Alabama, Connecticut, Massachusetts, and Rhode Island.

State superintendent only: (2) North Dakota and Indian Territory.

County superintendent only: (3) Delaware, North Carolina, and Tennessee.

County board only: (1) California.

State board and the county boards only: (8) Kansas, Kentucky, Nevada, New Jersey, Ohio, Oregon, South Carolina, and Oklahoma.

State and county superintendents only: (10) Florida, Georgia, Illinois, Louisiana, New York, Pennsylvania, South Dakota, Texas, Virginia, and Wyoming.

State board and county superintendent only: (5) Idaho, Iowa, Maryland, Mississippi, and Utah.

The other States have placed the power of issuing certificates in the hands of from three to six different authorities.

NOTE.—The above does not take into account the certificates issued in city districts by those designated by the city board for this purpose.

TABLE NO. 4.—*State normal and university certificates.*

States and Territories.	Issue these certificates. ^a		Recognize from other States, certain conditions being met.	
	Normal school certificates.	University certificates.	State normal certificates.	University certificates.
California	x	x	-----	x
Idaho			x	x
Kansas	x	x	-----	-----
Louisiana	x		-----	-----
Maryland	x		-----	-----
Massachusetts	x		-----	-----
Michigan	x	x	-----	x
Minnesota	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	-----
Nevada	x	x	x	x
New Hampshire	x		-----	-----
New Jersey	x		(b)	(b)
New York	x	x	(b)	(b)
North Dakota	x	x	x	x
Oregon			x	x
Pennsylvania		x	x	x
Rhode Island		x	x	-----
South Carolina		x	-----	x
South Dakota	x	x	x	x
Tennessee	x		-----	-----
Texas	x	x	x	x
Utah	-----	x	x	x
Vermont	x	x	x	x
Virginia	x	x	x	x
Washington	x	x	x	x
West Virginia	x	x	x	x
Wisconsin	x	x	x	x
Wyoming	x	x	x	x
Arizona	x	x	x	x
District of Columbia	x		x	x
Oklahoma	x		-----	-----
New Mexico	x	x	-----	-----
Insular possessions:				
Porto Rico	-----		x	x
Philippine Islands	-----		x	x
Total	28	24	25	26

^a A few other States issue these certificates if in addition to graduation satisfactory examination is passed in a few specified subjects.

^b Reciprocity plan.

TABLE 5.—*Legal provisions relating to teachers' certificates.*

ALABAMA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law (1901).
Life certificate	State board of examiners.	Life	State	10 years	A first-grade certificate, a brief sketch of his school work, a thesis on theory and practice of teaching.	Pages 54, 58, and 62. ^a
First-grade certificate.	do	6 years	do		Besides the branch for a second and third grade, examination in algebra, natural philosophy, plane geometry, theory and art of teaching, and school laws of Alabama.	Page 58.
Second-grade certificate.	do	4 years	do		Besides branches for a third grade, examination in practical arithmetic, history of United States and Alabama, English grammar and composition, intermediate geography.	Do.
Third-grade certificate.	do	2 years	do		Examination in orthography, reading, writing, grammar, practical arithmetic through fractions, primary geography, elementary principles of physiology and hygiene.	

^a By an act of the general assembly of Alabama all holders of diplomas or certificates from State normal schools and colleges, or from other schools or colleges, are required to undergo the State examination for license to teach in the public schools.

Third and second grade certificates may be issued but twice to the same person. Board of examiners suggest that the white and colored teachers be examined in different rooms.

ALASKA.

Certification to teach in Alaska may be issued by Dr. Sheldon Jackson, D. D., or William Hamilton, Ph. D., of Washington, D. C., or Mr. William A. Kelly, of Alaska.

Certificates that have been received from State and city authorities are accepted, usually. Church schools are encouraged, and most of the schools are such.

The teachers are required to teach the following branches: English literature, reading, writing, arithmetic, geography, oral history, physiology, and temperance hygiene. No text-book printed in a foreign language shall be allowed.

There is one district superintendent, Mr. Kelly, who is superintendent of Sitka district. There are three educational districts.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

ARIZONA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law (1901).
Life diploma	Territorial board of education.	Life	Territory	10 years (1 year in Arizona).	Examination in history of education, pedagogy, school economy, school management, besides the branches required for a first-grade certificate. An average of 85 per cent in each study.	Page 8.
First-grade certificate.	Territorial superintendent.	4 years	Grammar schools in Territory.		Examination in algebra and physics, besides the branches for a second-grade certificate. A general average of 85 per cent, and 70 per cent in arithmetic, grammar, and orthography. No branch below 50 per cent. These certificates are renewable.	Do.
Second-grade certificate.	do	3 years	Primary schools or assistant in grammar schools of the Territory.	Not prescribed.	Examination in orthography, methods of teaching, defining, arithmetic, grammar, United States history, geography, physiology and hygiene, reading, writing, composition, civics. General average of 80 per cent with no branch below 40 per cent. These certificates are not renewable.	Do.
Educational diploma.	do	6 years	Territory		Graduates from a university or high-ranked college of a 4 years' course. The applicant must have finished the course and had 1 year in branches required for a life certificate. These certificates are not renewable.	Page 6.

The Territorial board of education consists of the governor, Territorial treasurer, superintendent of public instruction, presidents of Territorial university and normal schools.

Territorial certificates will be issued to applicants holding life diplomas and State normal school diplomas from other States in the United States without examination if the holder is authorized to teach.

Arizona State Normal School graduates receive life diplomas.

ARKANSAS.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
State license (on examination).	State superintendent.	Life	State	20 months.	Same as a first grade county; also algebra, geometry, physics, rhetoric, mental philosophy, general history, Latin, constitutions of the United States and Arkansas, natural history, ^a and theory and art of teaching.	Act 52, section 6974.
Professional license	do	6 years	do	None	Same as requirements for first grade license; and in addition, algebra, plane geometry, general history, and rhetoric.	
First-grade county certificate.	County examiners.	2 years	County		Examination in orthography, reading, penmanship, mental and written arithmetic, English grammar, modern geography, history of education, physiology, hygiene, theory and art of teaching, elements of algebra, civics, and history of Arkansas. ^b	Act 52, section 7017.
Second-grade county certificate.	do	1 year	do		Spelling, reading, penmanship, English grammar, arithmetic, geography, United States history, history of Arkansas, physiology, and theory and practice of teaching.	Do.

^a Natural history to consist of botany, geology, and zoology.^b The applicant must make an average of 80 per cent in all required branches; "below 70 per cent on any subject will be considered a failure thereon."

All certificates under the law are issued on examination only. There can be no renewals without reexamination.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.
CALIFORNIA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
High-school certificate (on examination).	County board of education.	6 years ^a	Any higher grammar or primary school in county.			Section 1772; section 1791.
High-school certificate (on credentials).	do	do. ^a	do			Section 1775.
High-school certificate (on diploma).	do	Permanent or life.	do	2 years.	(1) Holders of credentials approved by the State board of education. (2) Holders of credentials issued by State board of education. (3) Holders of high-school certificates. (4) Holders of normal-school certificates. Holders of diplomas from State universities equivalent to the University of California, with the prescribed course in pedagogy. Examination in reading, writing, grammar, advanced composition, English and American literature, orthography and defining, drawing, vocal music, bookkeeping, arithmetic, algebra to quadratics, plane geometry, geography, elementary physics, physiology and hygiene, United States history, school law, methods of teaching, civil government, general history.	Section 1775; section 1521. ^a
Grammar-school certificate (on examination).	do	6 years ^a	Grammar or primary school in city or county and city.			Section 1772.
Grammar-school certificate (on credentials).	do	do	do		(1) Life diploma of any State. (2) State normal diploma and diploma from State University of California. (3) Grammar-school certificate of State of California. (4) Holder of primary certificate and must take examination in the other branches.	Section 1775.
Kindergarten primary certificate (on examination).	do	do. ^a	Kindergarten classes of any primary school in the county.			Section 1771.
Kindergarten primary certificate (on credentials).	do	do	do		(1) Holders of kindergarten primary certificates of any county or county and city of California. (2) Holders of diplomas of normal kindergarten departments. (3) Diplomas from any professional kindergarten institute recognized by the State board of education. Proficient in English grammar, orthography and defining, methods of teaching, besides those special branches on which certificates are granted.	Section 1775.
Special certificate (examination or credentials).	do	do	Any school of said county or city and county.			Section 1772.

^a When the holder of any certificate or State diploma has taught in the same county or county and city for five years, a permanent certificate of the kind and class may be issued to the applicant, good for life in said county or city and county.
Special certificates are granted for teaching of drawing, music, physical culture, commercial, technical, or industrial work.

COLORADO.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
State diploma (on examination).	State board of education.	Life	State	2 years in Colorado.	Examination in algebra, botany, civil government (including Colorado constitution), English literature and rhetoric, psychology and pedagogy, geometry, physics, physiology, general history, Latin or German or French, three other studies selected from these: Trigonometry, physical geography, zoology, logic and political economy, astronomy, geology and mineralogy, chemistry besides the branches for a county certificate. Recommendation by State board of education necessary.	Circular of rules of board of examiners and letter from State superintendent. Section 3, page 12, school law (1901); section 4, page 13, section 5, pages 13 and 14, school law.
Complimentary State diploma.	do	do	do	6 years in Colorado.	In addition to the first-class county certificate the applicant must write a thesis of not less than 3,000 words upon an educational subject.	See above, section 4, page 13; section 5, pages 13 and 14, school law.
First-grade county certificate.	County superintendent of schools.	3 years	County where issued and other counties may recognize by like grade.	1 year	Examination in reading, school law, grammar, writing, science, orthography, United States history, physiology, arithmetic, geography, civil government, theory and practice; general average of 80 per cent and no branch below 70 per cent.	State superintendent's letter. Section 15, page 13; section 16, pages 20 and 21, school law.
Second-grade county certificate.	do	do	County where issued.	None	Same as a first grade, with an average of 80 per cent and no branch below 60 per cent.	Letter. Section 15, page 13; section 16, pages 20 and 21, school law.
Third-grade county certificate.	do	do	do	do	Same as a first grade, with general average of 70 per cent; no branch below 60 per cent.	Do.
District certificate (districts with 1,000 or more children).	School district board.	Time varies; usually good until revoked for cause.	Specified districts.	Varies in different districts.	(Not definitely prescribed by statutes.) Vary in different districts. Law states that the requirements in first-class districts in regard to certificates shall be the equivalent of those prescribed for county certificates.	Letter. Section 16, pages 21, 22, school law.

TABLE 5.—*Legal provisions relating to teachers' certificates—Continued.*

CONNECTICUT.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Additional certificate of special excellence.	State board of education.	1 year ^a	State.....	1 year or more.....	Examination in the studies for an "Honor certificate," and must pass with great honor and be exceptionally well qualified to teach. This includes actual exercises in teaching. Must write a thesis on a subject approved by the secretary of the board of education, showing evidences of professional study. Examination in same studies as for an elementary certificate; in addition, art of teaching. Candidates must have professional training and skill.	Section 2222.
Honor certificate.....	do.....	do. ^a	do.....	do.....	Examination in writing, English (including reading, spelling, and grammar), arithmetic, elementary science (including physics, geography, history, civil government, English literature.	Do.
Elementary certificate.	do.....	do.....	do.....	None.....		Do.

^aIn most cases certificates will not be granted for longer than one year. Certificates are renewed upon evidence from supervisors that teaching and management have been satisfactory.

Candidate for "Honor certificate" and "Special-excellence certificate" must file satisfactory papers giving evidences of professional study with the secretary of the board of education before the date of the examination or candidate will not be permitted to take the examination. These papers must be on how to present the different subjects in public schools.

One paper upon each branch is required for an elementary certificate.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law (1898).
Professional certificate.	County superintendent.	2 years	County	-----	Must obtain 90 per cent in examination in orthography, reading, writing, written and mental arithmetic, geography, physiology and hygiene, United States history, Federal and State constitution, pedagogy, English grammar; 75 per cent in algebra, geometry, physics, elements of rhetoric, and such other studies as prescribed by the board of education.	Page 37.
First-grade certificate.	do	do	do	-----	Must obtain 90 per cent in examination in orthography, reading, writing, written and mental arithmetic, geography, physiology and hygiene, United States history, Federal and State constitution, pedagogy and English grammar, and 75 per cent in those other branches required by the State board of education.	Page 38.
Second-grade certificate.	do	1 year	do	-----	Must make 75 per cent in branches required for the first grade and other branches required by the State board of education.	Do.
Provisional certificate.	do	do	do	-----	Must make 60 per cent in those branches required for a first grade.	Pages 38 and 39.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

DISTRICT OF COLUMBIA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Special certificate	Board of education.	Until revoked	District of Columbia.	-----	Normal graduates of the District of Columbia, or examination in the special studies that the applicants are to teach.	Paragraph 24.
Fourth-class certificate.	do	do	do	-----	Graduates of Washington, D. C., normal schools, or other schools approved by the board of education. These certificates permit the holder to teach in any grade from the first to eighth grade, inclusive.	Do.
Third-class certificate.	do	do	do	-----	Same as a fourth class; will have scholastic qualifications to teach in any grade from the first to seventh, inclusive.	Do.
Second-class certificate.	do	do	do	-----	Same as a fourth class; will have scholastic qualifications to teach in any grade from the first to the fifth, inclusive.	Do.
First-class certificate.	do	do	do	-----	Same as a fourth class; will have scholastic qualifications to teach in any grade from the first to the third grade, inclusive.	Do.

No person will be appointed teacher who is less than 20 years of age, and who is not a graduate of Washington, D. C., Normal School, or other school approved by the board of education. To enter Washington, D. C., Normal School one must be a graduate of a Washington high school, or a similar four years' course, attending a Washington high school at least two years.

All teachers must have reached the passing mark of 70 per cent. Graduates of Washington Normal School are appointed according to rank or standing in their grades.

FLORIDA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Life certificate	State superintendent.	Life	State	30 months in high school.	Holding a State certificate and possessing eminent teaching ability and successfully governing a school, which must be testified to by 3 persons holding State certificates.	Section 9, chapter 4132.
State certificate	do	5 years	do	24 months (8 months in this State under first-grade certificate).	Holding a first-grade certificate and examination in geometry, trigonometry, physics, zoology, botany, Latin, rhetoric, English literature, mental science, general history; with a general average of 85 per cent; no branch below 80 per cent.	Chapter 4132, section 8.
First-grade certificate.	County superintendent.	4 years	County ^a		Examination in civil government, algebra, and physical geography, in addition to the branches required for a third-grade certificate. Average of 80 per cent; not below 60 per cent in any branch.	Chapter 4331, sections 3 and 10.
First-grade certificate (on diploma of graduation).	do	do	do ^a		Holding a diploma from the State Normal College of Florida entitles to a first-grade certificate without examination.	Chapter 4331, section 13.
Second-grade certificate.	do	3 years	do ^a		Same examination as for a third grade, with an average of 75 per cent, and no branch below 60 per cent.	Chapter 4331, sections 2 and 10.
Third-grade certificate.	do	2 years	County in which issued.		Examination in orthography, reading, arithmetic, English grammar, composition, United States history, geography, physiology, theory and art of teaching. General average of 60 per cent; no branch below 40 per cent.	Chapter 4331, sections 1 and 10.

^a First and second grade certificates may be indorsed by other county superintendents.

The county board of instruction appoints three teachers of the highest rank to grade all papers in examination. The county superintendent holds examination on questions proposed by the State superintendent.

For a first-grade diploma to be issued upon a normal diploma of Florida, the application must be made within one year of the time of receiving such diploma.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

GEORGIA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Permanent State certificate.	State school commissioner.	Life	State	Not prescribed	Those applicants whose papers indicate extraordinary scholastic and professional merit.	Section 45, school law, 1903.
First-grade certificate (on examination).	County school commissioner.	3 years	County	do		Section 44.
Second-grade certificate (on examination).	do	2 years	do	do		Do.
Third-grade certificate (on examination).	do	1 year	do	None		Do.

Certificates from other States are not credited or indorsed. Georgia county certificates may be made valid in other counties of the State by indorsement of the county school commissioner thereof.

HAWAII.

Hawaii has a normal and training school which has courses in history (and mythology)—including Hawaiian, arithmetic, algebra and geometry, agriculture and manual work, art work, and professional (pedagogical) work. "Of the 544 teachers in the public schools in 1899, 62 were Hawaiian, 48 part Hawaiian, 282 American, and the rest of all nationalities, including 6 Japanese and 10 Chinese. In private schools 11 of the 20 teachers were Hawaiian, 14 part Hawaiian, 122 American, and the rest of various nationalities."

IDAHO.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
State diploma (on examination).	State board of examiners.	Life	State	5 years (2 in Idaho)	Examination in all branches including the course of study for the public schools of the State and didactics; also other branches that may be required by the board of examiners.	Section 1009.
State certificate	do	5 years	do	3 years	do	Do.
State diploma (on diploma and examination).	do	Life	do		If graduated from an institution of this State with 5 years' work above the eighth grade of the public school system, the board will judge the institution and qualifications of the applicant. The institution must require 30 recitations per week and 40 weeks per year.	Section 1010.
First-grade certificate.	County superintendent and associated examiners.	5 years	do		Same as a third grade, and in addition: Algebra, general history and rhetoric, with a general average of 90 per cent, with no branch below 75 per cent.	Section 1028; section 1029.

Second-grade certificate.	.....do.....	3 years.....	.....do.....	Same as for third grade, with a general average of 80 per cent, and no branch below 70 per cent.	Do.
Third-grade certificate.	.....do.....	1 year.....	County.....	Examination in orthography, reading, writing, grammar, arithmetic, geography, United States history, civil government, physiology and hygiene, State constitution and school law, theory and art of teaching. General average of 75 per cent, with no branch below 60 per cent.	Do.
Primary certificate	.....do.....	4 years.....	Primary schools of the State (first four grades).	Questions prepared by the State superintendent on such subjects as are taught in said grades.	Do.

Applicants may receive but one third-grade certificate. First, second, and primary certificates are good in any county of the State if a certified copy is filed with the county superintendent.
State certificates and diplomas from other States may be indorsed by the board of education.
The applicant must be 18 years of age to hold a certificate. Only citizens of the United States are permitted to teach in this State.

ILLINOIS.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Life certificate (on examination), Plan I.	State superintendent.	Life.....	State.....	3 years (1 year in Illinois within the 5 previous years).	Teachers of 7 years' successful experience, 2 of which shall have been in Illinois. Graduates of the University of Illinois or any Illinois State normal school; write a thesis on an approved subject. The candidate must pass examination in pedagogy and any 7 of the following: Algebra, geometry, trigonometry, astronomy, botany, chemistry, geology, physiology, zoology, English, Latin, German, French, literature, history, and civil government. Average required 80 per cent; minimum 70 per cent, all at one examination.	Article 7, section 2, circular 1903, No. 48.
Life certificate, Plan II.	.....do.....	.....do.....	.....do.....	7 years' successful experience (2 in Illinois). ^a	Examination in 16 of the following: Reading, arithmetic, English grammar, English literature, history, civil government, astronomy, botany, chemistry, geology, physical geography, physics, physiology, zoology, algebra, geometry, Latin, German. Must be examined in pedagogy. The average grade must be 80 per cent; the minimum is 70 per cent.	Do.

^a Unless candidate is a graduate of the State university or the State normal school. Girls must be 17 and boys 18 before receiving certificates. There is no law allowing indorsements of other State certificates. Diploma of graduation from county normal schools under the control of a board of education shall, when directed by said board, entitle the holder to a first-grade certificate.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

ILLINOIS—Continued.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
State certificate (on examination).	State superintendent.	5 years	State	7 years' successful experience (2 in Illinois).	Examination in reading, school management, arithmetic, English grammar, geography, United States history, civil government of United States and State government of Illinois, algebra, plane geometry, physiology, biology, and physics. A general average of 75 per cent on all papers, pedagogy included. Minimum grade 70 per cent.	Article 7, section 2, circular 1903, No. 48.
First-grade county certificate (on examination).	County superintendent.	2 years	County		Examination in orthography, reading in English, writing, arithmetic, English grammar, modern geography, elements of natural sciences, history of United States, physiology and laws of health.	Article 7, section 3.
Second-grade county certificate.	do	1 year	do	None	Same as above except elements of natural sciences.	Do.
Special certificate	do		Branches specified.		Examination in special studies, as music, drawing, German, etc.	Do.
City certificate	Board of education of the city.		City where issued.		Such branches as the board may require.	

INDIANA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Life, State, and professional certificate.	State board of education.	Life	State	None, or not prescribed.	Examination in geometry, rhetoric, general history, English literature, physical geography, and any 2 of these: Chemistry, zoology, geology; also the branches for a professional license. Graduates from an accredited university; also examination in any 3 of the following: General history of education, school system and school law of Indiana, educational psychology, experimental psychology, child study, leading school systems of Europe and America, science of education, and principles and methods of instruction.	Circular II, section 2.
Life State license	do	do	do	30 months (10 months in Indiana).	Examination in algebra, civil government, American literature, science of education, and any 2 of the following: Elements of physics, botany, Latin (grammar and 2 books of Caesar and 2 of Virgil).	I, section 1.
Professional license (on examination).	do	8 years	do	None, or not prescribed.		Hand III, section 1.

60 months' State license.	do	5 years	do ^a	None	IV.
36 months' State license.	do	3 years	do ^b	do	Examination in the common branches, with an average of 75 per cent, nothing less than 85 per cent; also literature, algebra or geometry, botany or geology, or chemistry, or physics, or physical geography; history and civics, or Latin or German. Average of 75 per cent, nothing less than 60 per cent in last-named branches.
24 months' State license.	do	2 years	do ^b	do	V.
12 months' State license.	do	1 year	do ^b	do	Examination in the common branches, with general average of 85 per cent; minimum grade of 80 per cent.
State primary license.	State department of public instruction.	1, 2, or 3 years	do	do	VI.
State high school license.	do	1 year	do	do	Examination in common branches, general average 85 per cent; minimum grade 75 per cent.
County common school license.	County superintendent.	One-half year, 2 years, and 3 years.	County	do	VII.
County primary license.	do	1, 2, or 3 years	do	None	VIII.
County high school license.	do	do	do	do	Requirements like the licenses for 36 months, 24 months, and 12 months, respectively.
					IX.
					Examination in the branches the applicant desires to teach. The average like the 24 months' State license.
					X.
					Examination in the branches required by the State board of education. The averages fix the length of the license.
					XI.
					Requirements the same as for county common school license.
					XII.
					Conditions the same as for a State high school license.

^a Valid in any noncommissioned high school in the State; may teach all of the common branches in any school of the State, and may teach the subjects upon which examination is made in any commissioned school.

^b License to teach only the common branches in any common school of the State.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

INDIAN TERRITORY.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
First-grade certificate.	Territorial secretary or superintendent.	2 years	In the nation where issued.	-----	Examination in physics, botany, literature, theory and practice of teaching, besides the branches for a second-grade certificate. General average of 85 per cent, with no branch below 70 per cent.	
Second-grade certificate.	do.	1 year	do.	-----	Examination in reading, spelling, writing, grammar, geography, United States history, elementary physiology, with a general average of $\frac{2}{3}$ per cent; no branch below 60 per cent.	

IOWA.

State diploma	State board of examiners.	For life	State	8 years	In addition to branches required for a State certificate, examination in geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, English literature, general history.	Sections 2629, 2630, 2631.
State certificate	do.	5 years	do	1 year	Must pass examination in school management, elementary psychology, methods of instruction, United States history, orthography, penmanship, composition, English grammar, reading, geography, civil government of the United States and State government of Iowa, school law, economics, music, arithmetic, algebra, bookkeeping, physiology, botany, physics, and drawing.	Sections 2630, 2631.
State certificate (on examination).	do.	do	do	3 years ^a	Examination in orthography, reading, writing, arithmetic, geography, English grammar, bookkeeping, physiology, history of United States, algebra, botany, physics, drawing, United States civics, Iowa civics, school laws of Iowa, didactics.	Sections 2629, 2630, 2631.
Primary teachers' State certificate.	do.	do	do	do	Examination in psychology of the child, school management, history of education, school laws of Iowa, drawing, primary methods, plant study, vocal music, physical culture. ^b	Section 2630.
First-grade county certificate.	County superintendent.	2 years	County	36 weeks	Examination in the branches required for a second-grade certificate, examination in elementary civics, elementary algebra, elements of physics, elementary economics. ^c	Sections 2736, 2737.

Second-grade county certificate.	.....do.....	Not to exceed 1 year.	.....do.....	Optional with county superintendent.	Examination in orthography, reading, writing, arithmetic, geography, grammar, history of United States, didactics, physiology, and hygiene. ^d	Do.
Third-grade county certificate.	.....do.....	1 or 2 terms.	.....do.....	None	Examination in same branches as required for a second-grade certificate. ^e	Do.
Kindergarten certificate.	.....do.....	Not to exceed 1 year.	.....do.....	.....do.....	Examination in kindergarten principles and methods.	Section 2777.
Special certificate	.....do.....	.....do.....	.....do.....	Optional with county superintendent.	Examination in such branches only as the candidate is employed to teach.	Section 2736.

The last general assembly passed a law to issue State certificates for two years to the graduates of certain accredited schools after they pass the required examination.

KANSAS.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Life certificate	State board of education.	Life	State	2 years	Anyone holding a 3-year State certificate and who has taught 2 years.	Laws 1899, section 4, chapter 179.
State diploma	.....do.....	.....do.....	.....do.....	5 years (2 years in Kansas).	Examination in branches required for a 3-year certificate, also in geology, political economy, and Latin (German or French may be substituted). (General average 85 per cent, nothing less than 70 per cent.	
3-year certificate (on examination).	.....do.....	3 years	.....do.....	1 year	Examination in spelling, reading, writing, composition, grammar, rhetoric, literature, arithmetic, bookkeeping, algebra, plain and solid geometry, geography, history of the United States, general history, civil government of United States and Kansas State government, physiology, philosophy, botany, zoology, drawing, music, mental science, philosophy of education, history of education, school law, management and methods of instruction.	Laws 1893, chapter 132, sections 5.
3-year certificate (on diploma).	.....do.....	.....do.....	.....do.....	20 weeks	Any graduate from accredited State institution with a prescribed course equal to the State normal, or graduate of the liberal arts department of the State University.	Laws 1893, chapter 73, section 3.

^a Graduates may be admitted without experience under certain conditions.

^b Such an examination in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and physiology and hygiene as in each individual case may be necessary to insure good scholarship.

^c Superintendent of public instruction recommends that candidates must attain an average of 90 per cent.

^d Superintendent of public instruction recommends that candidates must attain an average of 85 per cent.

^e Superintendent of public instruction recommends that candidates must attain an average of 80 per cent.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.
KANSAS—Continued.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Professional certificate.	County board of education.	1 year	County	23 school months	The same as a first grade and including general history and elements of natural philosophy. Applicant must be 21 years of age. General average 90 per cent; not less than 85 per cent in any branch.	Laws 1885, chapter 173, section 4.
First-grade county certificate.	do	3 years	do	3 months	The same as a second grade and including bookkeeping and literature. Average of 90 per cent, nothing less than 70 per cent. The applicant must be 19 years old.	Laws 1885, chapter 173, sections 5.
Second-grade county certificate.	do	2 years	do	do	The same as a third grade and including algebra. General average of 80 per cent, nothing less than 60 per cent. The applicant must be 18 years old.	Do.
Third-grade county certificate.	do	1 year	do	None	Examination in orthography, reading, writing, English grammar, geography, arithmetic, United States history and history of Kansas, physiology and hygiene, Constitution of the United States, and theory and practice of teaching. Applicant must be 18 years of age.	Do.
City certificate	City board of education.		City		Branches required by the city board of education.	Do.

Temporary certificates may be issued until the time for next examination; these are good only in districts for which they are issued.

KENTUCKY.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References to biennial report, 1900-1901.
State diploma	State board of examiners.	Life	State	2 years in Kentucky	Examination in common-school branches; also in science and art of teaching, psychology, English literature, algebra, higher arithmetic, geometry, physics, elementary Latin. General average of 90 per cent, nothing less than 70 per cent.	Pages 21-23.
State certificate	do	8 years	do	2 years	Examination in common branches; also in English literature, elementary algebra, higher arithmetic, elements of psychology, science and art of teaching. General average of 90 per cent, nothing less than 70 per cent.	Page 30.

County first-grade certificate.	County board of examiners.	4 years	County	Not prescribed	Same as a third grade, with an average of 85 per cent, nothing less than 65 per cent.	Page 36.
County second-grade certificate.	do	2 years	do	None	Same as a third grade, with an average of 75 per cent, nothing less than 55 per cent. Can teach in any school in the county having fewer than 75 pupils in the census report.	Do.
County third-grade certificate.	do	1 year	do	do	Examination in spelling, reading, writing, arithmetic, grammar, composition, geography, United States history, history of Kentucky, physiology, civil government, science and art of teaching, with a general average of 65 per cent, nothing less than 50 per cent. Can teach in any school having fewer than 55 pupils enrolled.	Do.

^a Failure for two successive years to engage in actual school work invalidates a State diploma or a State certificate.

A candidate for county certificate must be 18 years of age; for a State certificate, 21 years; for a State diploma, 24.

But one third-grade certificate may be issued to an individual. Examinations for the white applicants on the third Friday and Saturday of May, June, July, and August; colored applicants on the fourth Friday and Saturday of each of these months.

LOUISIANA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References to school law (1902).
First-grade certificate (on examination).	Parish superintendent.	5 years	Parish		Holding diploma from Peabody Normal School at Nashville, Tenn., or State normal school at Natchitoches, La.	Section 59.
First-grade certificate (on diploma).	State superintendent.	4 years ^a	Town or parish in State.		Same branches as recommended for a second and third grade certificate, and in addition higher algebra, natural philosophy, and geometry.	Sections 53 and 54.
Second-grade certificate (on examination).	Parish superintendent.	3 years	Parish		Examination in the same branches as for a third grade, including grammatical analysis, physical geography, and elementary algebra.	Sections 52 and 54.
Third-grade certificate (on examination).	do	1 year	do		Examination in spelling, reading, writing, drawing, arithmetic, English grammar, geography, United States history, constitutions of the United States and Louisiana, physiology and hygiene (stimulants), theory and art of teaching.	Sections 51 and 54.
Special certificate (on examination).	do	4 years	In schools requiring the special branches.		Examination in special branches higher than the first grade, so as to teach such branches in the academy.	Section 55

^a Renewable at the option of the State board.

The parish superintendent has two assistant examiners.

Any person, with any grade certificate who wishes to teach in another parish from that in which the certificate is given must have the parish superintendent send his or her examination papers to the other parish superintendent, and if the papers are satisfactory he may issue a similar certificate to the applicant.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

MAINE.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Public-school certificate.	State superintendent.	Life, or 1, 3, or 5 years.	State.....	For life, 18 terms; for 5 years, 9 terms; for 3 years, 5 terms; for 1 year, less than 5 terms.	Average rank of 90 per cent, and no rank less than 70 per cent, in written examination in reading, spelling, penmanship, arithmetic, geography, English grammar, physiology and hygiene, United States history, civics, elementary science (nature studies), school law, and theory and practice of teaching. Graduation from college, or evidences of ability to teach high-school subjects, with actual experience in high-school work and recommendation therefor.	Page 31, school law of 1901; page 54, superintendent's report of 1898.
Grammar or common school certificate.	do.....	do.....	do.....	do.....	Average rank of 80 per cent, and nothing less than 70 per cent, in written examinations in subjects named above.	Do.
Common-school certificate.	do.....	do.....	do.....	do.....	Average rank of 70 per cent, and none lower than 50 per cent, in examination as above.	Do.
Primary or common school certificate.	do.....	do.....	do.....	do.....	Average rank not less than 50 per cent, and no rank less than 35 per cent, in examination as above.	Do.
Township certificate.	Town school board.	1 year.....	In town where granted.	Not prescribed.....	Satisfactory examination in reading, writing, spelling, arithmetic, geography, English grammar, history of the United States, physiology and hygiene (stimulants), elements of natural science (agriculture), bookkeeping, civics, and such other subjects as applicant will be required to teach.	Page 23, school laws of 1901.

Normal-school diplomas have no legal validity as licenses to teach.

MARYLAND.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Life certificate -----	State board of education.	Life -----	State -----	7 years (5 years in Maryland).	The applicant must hold a first-grade first-class certificate; evidences of professional readings, a recommendation from the county school board for the certificate.	Information obtained from letters, circulars, etc.
State normal diploma First-grade county certificate.	do County superintendent.	5 years -----	do County -----	-----	Graduates of the State normal school ----- General history, constitutions of the United States and Maryland, physiology, plane geometry, theory and practice of teaching, laws and by-laws of the public school system of Maryland, and the common English branches.	
Second-grade county certificate.	do -----	6 months, subject to renewal for 5 years.	do -----	None -----	History of Maryland and of the United States, constitutions of Maryland and the United States, physiology, algebra to quadratics, geometry (one book), theory and practice of teaching, laws and by-laws of the public school system of Maryland, and common school branches.	

Professional certificates may be granted to teachers of long experience and established reputation, valid till revoked for cause.

Male applicants must be 19; female, 18 years of age.

TABLE 5.—*Legal provisions relating to teachers' certificates—Continued.*

MASSACHUSETTS.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References to school law.
Permanent secondary certificate.	State board of education.	Permanent	State	3 years in Massachusetts.	Same as a probationary's secondary certificate.	Rule II.
Permanent elementary certificate.	do	do	do	3 years (part in Massachusetts).	Examination in the same as a probationary elementary, and also write a thesis upon a given subject.	Do.
Permanent special certificate.	do	do	do	3 years in Massachusetts.	Same as a probationary's special, or he must take an examination. Also write a thesis.	Do.
Probationary secondary-grade certificate.	do	3 years	do	High school or college work or 2 years of experience.	Or he may hold a probationary certificate. Same as above with oral examination and inspection.	Rule VIII.
Probationary elementary-grade certificate.	do	do	do	Normal course or 2 years' experience.	Examination in language, arithmetic, history of United States, Massachusetts, and England, geography, physical geography, physics. One of the following: Botany, geology, chemistry, zoology, or descriptive astronomy, mechanical and free-hand drawing, and any one of the form or arrangement, the aims and means of education, elements of psychology, physical culture, music, and school management, elements of Latin or French or German elements of plane geometry.	Chapter 329, act of 1894, Rule VII.
Probationary special certificate.	do	do	do	2 years in teaching the special subject or professional training.	English with its grammar and literature, arithmetic, history and civil government of Massachusetts and United States, with related geography, physiology, and hygiene, drawing (free-hand), and any of the following: Physical geography, physics, botany, zoology, geology, chemistry, or descriptive astronomy and such other special studies as the candidate expects to teach.	Rule IX.

Permanent certificates for the several grades may be granted to other candidates than those who hold probationary certificates, provided they shall have had at least six years' experience in teaching, a part of which shall have been in Massachusetts, broad scholarship, examination in the prescribed studies, and submit a satisfactory thesis on some prescribed theme.

The normal schools also issue certificates.

Certificates issued by boards of education of other States are not indorsed. For certain reasons it appears that the Massachusetts law for the examination and certification has not been carried into execution.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References to school law.
University of Michigan certificate.	Regents of university.	Life	State	None	Completion of one course giving a bachelor's or master's or doctor's degree, also a teacher's diploma for work done in sciences and teaching.	Chapter 4804, section 1.
College certificate (on diploma).	State board of education.	do	do	3 years ^a	Completion of any of the above courses in colleges having 4 years' courses above preparatory schools.	Chapter 4805, section 1.
State normal advanced certificate.	do	do	do		Completion of the 4 years' advanced courses in the State normal school.	Chapter 1818, section 7.
State normal certificate.	do	5 years	do		Completion of the prescribed course for rural and elementary schools.	Chapter 1817, section 6.
Central normal, northern normal, or western normal certificate.	do	do ^b	do	3 years	4 years' course	Law of 1903.
Do.	do	3 years	State in grades	None	3 years' course	Do.
Central normal, western normal certificate.	do	do	State in rural schools.	do	2 years' course	Do.
County first-grade certificate.	County board of education.	4 years	County ^c	1 year	In addition to the subjects for a third-grade, general history, botany, physics, geometry and algebra.	Chapter 4813, section 6.
County second-grade certificate.	do	3 years	do	7 months.	Same as the third and any two of the following: Physics, botany, general history, and algebra.	Do.
County third-grade certificate (Class A).	do	1 year	County (primary departments only).	3 years	Same as Class B, but the applicant must have taught the 3 years next preceding the examination.	Do.
County third-grade certificate (Class B).	do	do	County	None	Examination in writing, orthography, arithmetic, reading, grammar, geography, United States history, civil government, physiology and hygiene (stimulants), school law and theory and art of teaching.	Do.
County special certificate.	do	Till next public examination.	Specified district		Same as Class B county third-grade certificate.	Do.

^aIf, upon receiving a diploma, proof of three years' experience is not furnished, the certificate will be good for four years, and a life certificate will be issued as soon as the required experience is met.

^bAll renewable for life after three years' experience.

^cThis certificate is good in other counties if properly indorsed by the State superintendent.

All applicants must be 18 or more years of age. No certificate will be granted to any person who, having arrived at the age of 21 years, is not a citizen of the United States.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

MINNESOTA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References to laws of 1890, chapter 101.
Professional first-grade certificate (on examination).	State superintendent.	1 year to life	State	1 year in Minnesota	Examination in first-grade studies; also plane and solid geometry, English literature, history of education, English literature, astronomy, botany, chemistry, geology, zoology, bookkeeping, psychology, plane trigonometry, logic, moral philosophy, political economy, rhetoric.	Sections I, II, III, IV, and V.
Professional first-grade certificate (on indorsement).	do	do	do	do	A college or university diploma of accredited instruction; and the applicant holding a first-grade certificate.	
Professional second-grade certificate (on examination).	do	do	State (except high school).	5 years, 1 in Minnesota.	Subjects required for a first-grade certificate; also bookkeeping, chemistry, English literature, general history, history of education, political economy, psychology, rhetoric, plane trigonometry or solid geometry, botany or zoology.	Section I.
Normal diploma of graduation.	State normal board.	2 years	do	Practice teaching in normal	Upon graduation from the State normal	
Normal diploma of graduation (other States).	Presidents of normal schools and State superintendent.	do. ^a	do	2 years in Minnesota.	Diploma from other State normals, properly indorsed by the State superintendent.	
A 3 years' course certificate.	State normal board.	5 years	State (except high school or principal of graded school).	Practice teaching in normal.	Graduate from the 3 years' course of the State normal.	
University of Minnesota teachers' certificate.	Board of regents.	2 years ^a	State	Not prescribed	Upon graduation from the department of pedagogy of the Minnesota State University.	Section I.
First-grade certificate.	State superintendent.	5 years	State (except high school or principal of graded school).	1 year in Minnesota	Examination in arithmetic, composition, geography, grammar, United States history, penmanship, physiology, hygiene, reading, spelling, algebra, civics, geometry, natural philosophy, physical geography or general history, music, and drawing, the last two being optional.	
Second-grade certificate.	do	2 years	Same as above, and that in principal of graded or rural schools receiving \$500 from State.	Not prescribed	Examination in arithmetic, reading, composition, geography, grammar, United States history, penmanship, physiology, hygiene, spelling, music and drawing optional.	

^a After the two years' experience, and upon indorsement by the State superintendent and president of normal school, it becomes a life certificate.
No law to indorse certificates from other States, but diplomas from accredited universities, colleges, or normal schools may be indorsed.

MISSISSIPPI.

Third-grade county certificate. Special-district certificate.	County superintendent. Board of education.	Not prescribed. do	Specified districts. do	do	Not prescribed. do
Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.
Professional license (on examination). State license	State board of education. do		State do		Examination in Latin, geometry, pedagogy, general history. Examination in spelling, reading, geography, history of Mississippi, practical arithmetic, mental arithmetic, grammar, composition, physiology and hygiene, physics, civil government, and United States history.
First - grade county certificate.	County superintendent.	2 years ^a .	County	Six months	Examination in spelling, reading, practical and mental arithmetic, geography, English grammar and composition, United States history, history of Mississippi, elements of natural philosophy, civics, physiology and hygiene. General average of 85 per cent. Examination in the same subjects as first grade, with the exception of history of Mississippi, elements of natural philosophy, civics. General average of 75 per cent; not less than 40 per cent on any subject. Examination in the same subjects as for second grade. General average of 60 per cent; not less than 40 per cent on any subject.
Second-grade county certificate.	do	1 year	County (but may not be principal of a more than 2-teacher school).		
Third - grade county certificate.	do		County (but may not be principal).		

^a If a grade of 90 per cent is obtained, the certificate may be valid for three years.

After five years of service the holder may be exempted from further examinations. Certificates from other States not recognized.
County certificates are transferred, on application to the State board of examiners, from one county to another, application being made by the holder of the license.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

MISSOURI.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Life certificate (on examination).	State superintendent.	Life	State	40 months	The same as State certificate, and in addition history of education and a thorough examination along some one special line of educational or pedagogical work, as mathematics, English history, foreign language, or science.	Course of study, page 48.
Life certificate (on diploma).	do	do	do	4 years	Graduate from an institution holding membership in the "Missouri College Union" or an institution of equal rank, and examination in history of education.	Page 48.
Missouri normal diploma.	Board of regents.	do	do	10 months in training school.	Course of study, thorough pedagogical, academic, admits to junior year in the university.	Page 48.
State certificate	State superintendent.	5 years	do	12 months	One branch only of ancient history, modern history, English history and government, American history and government, general economic history; (2) one branch of rhetoric, history of English language, history of American and English literature, Latin (Caesar and Cicero), German (2 years); (3) one branch of practical agriculture, botany, zoology, physical geography, geology; (4) one branch of physics, chemistry, higher algebra, plane and solid geometry, manual training, primary teaching and kindergarten, grade and rural teaching, supervision, music, drawing.	Page 48.
Missouri normal certificate.	Board of regents.	2 years	do	5 months in training school.	Course of study, elementary pedagogy, academic, equal to 2 years in high school.	Section 9358.
First-grade county certificate.	County board of education.	3 years	County	1 year	Same as second grade, and in addition one division of history and one branch of science; general average, 80 per cent; number of renewals not limited.	Do.
Second-grade county certificate.	do	2 years	do	None	Examination in algebra and literature, besides third-grade branches; general average of 85 per cent; no branch below 60 per cent; may be renewed twice.	Do.
Third-grade county certificate.	do	1 year	do	do	Examination in spelling, reading, writing, language, geography, arithmetic, English, physiology and hygiene (stimulants), pedagogy; general average of 80 per cent; no branch below 60 per cent; may be renewed once.	Do.

Special county certificate.	do	Till next regular examination.	do	do	Not prescribed.	Do.
Will indorse certificates from other States provided they are equal to those issued in Missouri.						
MONTANA.						
Life diploma (on examination).	State board of education.	Life	State	10 years (21 months in the public schools of Montana).	Examination in botany, geology, political economy, zoology, and general history, besides the branches required for a State certificate. General average of 80 per cent; not below 75 per cent in any branch.	Pamphlet rules and regulations, letter, and circular.
State University of Montana diploma.	Board of regents.	do	do	16 months in Montana.	Graduate of State University of Montana.	Rules and regulations of board of education.
College or university life diploma.	Board of education.	do	do	70 months (21 months in public schools of Montana). ^a	Graduate of any university, college, or institution of learning of equal rank with the University of Montana.	
State normal school diploma.	do	do	do	16 months in Montana.	Graduate of Montana State normal school.	
State normal diploma (other States).	do	do	do	70 months (21 months in public schools of Montana).	Graduate of any approved State normal school.	
State certificate (on examination).	State board of education.	6 years	do	5 years (21 months in public schools of Montana).	Examination in psychology and English literature, besides the branches required for a professional certificate. General average of 80 per cent; not below 75 per cent in any branch.	
Professional certificate.	County superintendent.	4 years	County ^b	12 months	Examination in geometry and physics, besides the branches required for a first-grade certificate.	
First-grade county certificate.	do	3 years	do, ^b	do	Besides all the branches for a second grade, also examination in algebra and American literature.	
Second-grade county certificate.	do	2 years	do	do	Besides the branches for a third grade, examination is required in civics and physical geography.	
Third-grade county certificate.	do	1 year	do	None.	Examination in spelling, reading, writing, arithmetic, grammar, geography, United States history, physiology, theory and practice of teaching. Cannot receive more than two.	

^aIf the experience is only 35 months (21 in Montana) the applicant will receive a State professional diploma, valid in the State for 6 years.

^bThe professional and first-grade certificates are good throughout the State if properly indorsed by the county superintendent. No fee is charged for indorsement.

Certificates from other States are indorsed; only State or life diplomas may be recognized. The general average on all subjects written upon for county certificates must be 80 per cent; the minimum in each branch, 70 per cent.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

NEBRASKA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Professional State certificate (on examination).	State superintendent.	For life ^a	State	1 year	In addition to the branches required for a first-grade county certificate (see below), examination is required in physical geography, chemistry, rhetoric, English literature, general history, intellectual philosophy, plane trigonometry, geology, and zoology.	Sections 1, 4, 5, 6, subdivision 9.
Professional State certificate (on diploma).	do.	do. ^a	do.	3 years in high school work in Nebraska.	Graduation from a college or university of good standing (4 years beyond high school course); first-grade county certificate issued in Nebraska.	Second proviso, section 4, subdivision 9.
Nebraska State normal life diploma. ^b	Board of education of State normal school.	do. ^a	do.	2 years if after graduation, or 3 years before (or partly before).	Completion of the higher course of the State normal school.	Section 10, subdivision 13.
Nebraska State normal diploma. ^b	do.	3 years	do.	None.	do.	Do.
Nebraska State normal certificate. ^b	do.	2 years	do.	do.	Completion of the common school course in the State normal school.	Section 10, subdivision 13; section 11, subdivision 10.
State normal diploma (other States).	Indorsed by State superintendent of Nebraska.	Varies	do.	1 year in Nebraska.	Diploma must confer right to teach in State where issued. Applicant for indorsement must have first-grade county certificate.	Section 1, subdivision 9.
University of Nebraska permanent certificate.	State superintendent.	Life ^a	do.	3 years	Graduate of University of Nebraska holding degree of A. B. or B. S., on completion of courses of instruction for the special training of teachers.	Section 14, subdivision 9.
College or university permanent certificate.	do.	do. ^a	do.	do.	Graduate of college or university holding degree of A. B. or B. S., equivalent to said degrees of State university, upon equal conditions.	Do.
University of Nebraska first-grade certificate.	Board of regents.	3 years	do.	None.	Graduate of the University of Nebraska holding degree of A. B. or B. S., on completion of the courses of instruction for the special training of teachers.	Section 14, subdivision 9.
College or university first-grade certificate.	Faculty and State superintendent.	do.	do.	do.	Graduate of college or university holding degree of A. B. or B. S., equivalent to said degrees of the State university, upon equal conditions.	Do.

District city certificate.	The examining committee of education. County superintendent.	(Not prescribed).	Specified city district.	do	Not prescribed.	Section 19, subdivision 14; section 17, subdivision 17; sections 3-7, subdivisions 7; sections 1, 7, subdivisions 1, 7, section 6, subdivision 10.
First-grade county certificate.	do	2 years	County	1 year	Examination in algebra, geometry, botany, and natural philosophy; in addition to the branches required for a second-grade county certificate (see below).	Sections 3-7, subdivisions 7; section 6, subdivision 10.
Second-grade county certificate.	do	1 year	do	None	Examination in civil government, bookkeeping, the elements of agriculture (after July 1, 1903), blackboard drawing, and theory and art of teaching, in addition to the branches required for a third-grade certificate (see below).	Sections 3-7, subdivisions 7; sections 1, 6, subdivision 9; section 6, subdivision 10.
Third-grade county certificate.	do	6 months (or less)	Specified district	do	Examination in orthography, reading, writing, geography, arithmetic, physiology, English composition, English grammar, and United States history.	Do.

^a No life certificate or normal diploma whatever is valid in this State after the holder has allowed three years to elapse without following some educational pursuit, unless such diploma or certificate has been subsequently indorsed by the acting State superintendent. (See section 4, subdivision 9; section 10, subdivision 13.)

^b The Nebraska Wesleyan University and the Fremont Normal School issue diplomas and certificates under these provisions. (See sections 7 and 8, subdivision 9.) The conditions upon which certificates may be granted to graduates of any college, university, or normal school of Nebraska may be found in section 16, subdivision 9, school laws. Certificates valid in other counties or States may be indorsed by a county superintendent for two years or less, not exceeding original duration. (Section 4, subdivision 7.)

NEVADA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Life diploma	State board of education.	Life	State	72 months (24 months in Nevada).	Same as an educational diploma	Article 1, section 4.
Educational diploma.	do	6 years	do	45 months (20 months in Nevada).	Must hold a State certificate of high school grade or a county certificate of high school grade for at least 1 year.	Do.
State high school diploma.	do	Unlimited	do		Graduates from the school of liberal arts of Nevada State University and taken 2 university courses in pedagogics.	Do.
State high school certificate.	do	5 years ^a	do		Graduates of Nevada State normal school who have completed a 4 years' course.	Do.
State grammar school certificate.	do	do ^a	do		Graduates of a 3 years' course in Nevada State normal school.	Do.
High school grade of life diploma.	do	Life	do	45 months.	Normal school graduates holding State high school certificates.	Do.

^a After 45 months' successful teaching in the public schools, the State board of education grants a life diploma of high school grade to those completing the 4 years' course and a life diploma of the grammar grade to those completing the 3 years' course of the State normal. County certificates may be renewed. The State board of education grants a life diploma of the same grade as the certificate held by the applicant to any resident of the State of Nevada who has taught successfully and continuously 10 years in public schools of Nevada.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

NEVADA—Continued.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Grammar school grade of life diploma.	State board of education.	Life	State (primary or grammar schools)	-----	Graduate of State normal school holding a State grammar school certificate.	Article 1, section 4.
Temporary certificate.	do	Till the next regular examination.	Specified district	None	Not prescribed	Do.
Grammar-grade diploma.	do	4 years	State	72 months (24 months in Nevada).	Applicant must hold a State or county grammar-grade certificate for 1 year.	Do.
County high school certificate.	County board of examiners.	4 years	County	12 months	Same as a grammar county certificate, and must take in addition botany, Latin, general history, English literature, plane geometry, astronomy, rhetoric, history, and methods of teaching.	Article 9, section 4.
County grammar school certificate.	do	3 years	County (primary or grammar or unclassified schools).	None	Same as a primary certificate, and in addition algebra, first and second books of plane geometry, English history, book-keeping, physical geography, physics, chemistry, and methods of teaching.	Article 9, section 2.
County primary school certificate.	do	2 years	County (any school where primary branches are taught).	do	Examination in spelling, reading, writing, grammar, written and mental arithmetic, physiology, United States history, civil government, geography, current news, drawing, theory and practice. The State board of education may require music, chemistry, and physics.	Article 9, section 2.

Applicants must be 16 years or more old to receive a certificate. State board will indorse other States' life certificates or State normal diplomas.

NEW HAMPSHIRE.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Permanent certificate.	State superintendent.	Permanent	State	-----	Same as probationary certificate; also examination in algebra, music, history of education, psychology, and one of these three: Botany, zoology, physics. General average of 90 per cent, minimum in any branch 80 per cent, will be entitled to "with credit" written within the certificate; general average of 85 per cent, minimum in any branch 90 per cent, may have "with honor" written within the certificate.	Session laws of 1895, chapter 49, Section 11.

Probationary certificate.	.....do.....	1 year.....	.....do.....	.....do.....	Section I.	
Local certificate.....	Local school board.	.....do.....	In the specified district.	None.....	Section VI.	
All applicants must be 18 or more years of age before they can hold a certificate issued by the State. Permanent certificates are given to graduates of the State normal school on certificate from the principal of the State normal school that they have passed the required examination.						
NEW JERSEY.						
Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to rules and regulations of State board of education, 1902.
First-grade State certificate.	State board of examiners.	Life.....	State.....	5 years.....	Same as second-grade State certificate. The applicant must be 25 years old and have had experience in supervision.	Rule 18.
Normal school life certificate.	.....do.....	.....do.....	.....do.....	2 years, except post graduates.	Completed post-graduate course of the State normal school.	Rule 20.
Second-grade State certificate.	.....do.....	10 years.....	.....do.....	2 years.....	Examination in chemistry, science of education, manual training and physical training, besides the branches required for a third-grade State certificate. Must be 21 years old. This certificate can be renewed.	Rule 17.
State normal certificate.	.....do.....	.....do.....	.....do.....	None.....	Completed 3 years' course of the State normal school.	Rule 20.
Third-grade State certificate.	.....do.....	7 years.....	.....do.....	.....do.....	Examination in psychology, plane and solid geometry, literature, botany, and free-hand drawing, besides branches required for a county first-grade certificate. This certificate can be renewed. Applicant must be 20 years old.	Rule 16.
Special State certificate.	.....do.....	5 years.....	.....do.....	.....do.....	Must hold a certificate good in New Jersey, or high school diploma, and be examined in history of education, school law of New Jersey, psychology, and theory and practice of teaching, besides the special branches he is to teach. This certificate can be renewed.	Rule 22.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

NEW JERSEY—Continued.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to rules and regulations of State board of education, 1902.
First-grade county certificate.	County board of examiners.	5 years.	County	2 years	Examination in algebra, physics, general history, history of education, plane geometry, and civics, besides the branches required for a second-grade county certificate. Applicant must be 20 years old. This certificate can be renewed.	Rule 31.
Second-grade county certificate.	do	3 years.	County (below high school).	1 year	Examination in New Jersey school law, physiology book-keeping, elementary algebra, composition, besides the branches for a third-grade county certificate. Can be renewed if average is 75 per cent. Applicant must be 19 years old.	Rule 30.
Third-grade county certificate.	do	2 years.	County (ungraded schools or primary department). ^a	None	Examination in writing, reading, spelling, arithmetic, geography, grammar, temperance physiology, United States history, elementary civics, elementary composition, and theory and practice of teaching. Applicant must be 18 years old. An average of 75 per cent must be made.	Rule 29.
Special county certificate.	do	3 years.	County	do	Must hold a certificate good in New Jersey or a high school diploma, and be examined in drawing, manual and physical training, kindergarten, or music, or ancient and modern languages, involutional geometry.	Rule 35.

^a Good in ungraded or primary schools. A district board will grant certificates that correspond to county certificates.

Will indorse life certificates and normal school diplomas issued by other States, provided the requirements are equivalent to those for like certificates and diplomas issued in this State, and that such States will grant reciprocal privileges to those holding similar certificates and diplomas in this State.

Any certificate valid in New Jersey and having an average of at least 75 per cent may be accepted in lieu of an examination in the academic branches covered by it, when an examination is taken for a certificate of a higher grade.

College diplomas may be accepted in lieu of examination in academic branches.

Special certificates are issued only for kindergartners and teachers of physical training, music, drawing, manual training, ancient and modern languages, and commercial branches.

NEW MEXICO.

Diplomas of graduates of the Normal School, the Territorial University, the School of Mines, the Agricultural College, and the teachers' diplomas of St. Michael's College are valid first-class certificates in all counties. There are three grades of county certificates. These are issued by the county superintendent and two competent persons appointed by the judge of the district court upon such examination as may be prescribed by the Territorial superintendent.

NEW YORK.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
State certificate (on examination).	State superintendent.	Life	State	2 years	Examination in algebra, arithmetic, American history, geography, grammar, orthography, writing, physiology and hygiene, bookkeeping, botany, chemistry, civics, composition and rhetoric, drawing, general history, general literature, geology, methods and school economy, plane geometry, philosophy and history of education, physics, reading, school law, and any two of the following: Latin (three books of Caesar), French, German, zoology, astronomy. ^a	Title I.
College-graduate certificate.	do	do	do	3 years	Graduate of a college or university	Do.
State normal diploma.	do	do	do		Graduate of a State normal school	Do.
Kindergarten certificate.	do	3 years.	State (in kindergarten schools).	1 year (training in kindergarten).	Examination in accordance with rules and regulations established by State superintendent. Must have standing of at least 75 per cent in methods, school management, history of education, psychology, and special kindergarten methods.	Article 9, section 24, examination bulletin, page 10.
Temporary certificate.	do	6 months.	Specified district	None	Not prescribed.	Title I.
First-grade certificate.	School commissioner.	10 years	Commissioner's district.	2 years	Examination in second-grade branches, and in addition algebra, bookkeeping, history of education and physics, with standing in all branches of 75 per cent, except drawing, which must be 65 per cent.	Page 7, examination bulletin.
Second-grade certificate.	do	3 years	do	10 weeks or normal training 1 year.	Examination in third-grade branches, and in addition civil government, current topics, drawing methods and school management with standing of 75 per cent in each branch, except drawing, which must be 65 per cent.	Page 6
Third-grade certificate.	do	1 year ^b .	Particular school or grade.	None	Examination in American history, arithmetic, English composition, geography, grammar, orthography, penmanship, physiology and hygiene, school law, reading, with standing of 75 per cent in each subject.	

^a An average of 75 per cent in the first 8 studies and a general average of 75 per cent in the rest, with no branch below 50 per cent.

^b But 1 third and 1 second grade certificate may be granted to the same person. Diplomas and certificates from other States will be indorsed by the State superintendent, provided these States will in return indorse New York certificates, and the applicant shows satisfactory evidence of successful teaching. All applicants for certificates must be 18 years of age. All certificates are issued by the State superintendent, but are signed by local authorities. Life certificates, college-graduate certificates, and all normal-school diplomas are signed by the State superintendent.

TABLE 5.—*Legal requirements relating to teachers' certificates*—Continued.
NEW YORK—Continued.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Training-class certificate.	School Commissioners.	3 years	Commissioner district.	Training class for 2 terms.	Examination in second-grade branches and in addition methods, history of education, psychology, school management, and the art of questioning.	Examination bulletin, pages 8 and 9.
Special certificate.	do	do	Commissioner district limited to special line of work.	1 year for drawing certificate.	1. Drawing certificate: Same as third grade, and standing of 70 per cent in drawing; or to graduates of an approved high school and examination in drawing. 2. Kindergarten certificate: Examination in methods, school management, history of education, psychology and special kindergarten methods. Average of $\frac{1}{3}$ per cent. 3. Vocational music certificate: Must meet requirements of the State superintendent and be judged qualified.	Pages 9, 10, 11.

NORTH CAROLINA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law (1901).
First-grade county certificate.	County superintendent.	2 years	County		Must make an average of 90 per cent in the branches required for examination (not specifically designated).	Section 37.
Second-grade county certificate.	do	1 year	do		Must make an average of 80 per cent in the branches required for examination. Can not be renewed. Examination required each time.	Do.
Third-grade county certificate.	do	do	do	None	Must make an average of 70 per cent in the branches required for examination. Can not be renewed.	Do.

^a Branches taught in the public schools are: Orthography, defining (reading), writing, drawing, arithmetic, geography, grammar, language lessons, history and Constitution of the United States, history and constitution of North Carolina, physiology, hygiene, elements of civil government, elements of agriculture, theory and practice of teaching, and such other branches as the State board of education may direct. (School laws, p. 23.)

In this State the county superintendents only are authorized by law to issue certificates. The law allowing certain institutions to grant certificates has been repealed.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Professional certificate (on examination).	State superintendent.	Life	State	5 years	Examination in trigonometry, astronomy, Latin, logic, political economy, zoology, psychology, besides subjects required for normal certificate.	Section 737.
University or college certificate (on diploma).	do	do	do	do	Graduate of a college or university of good standing.	Do.
Normal certificate (on examination).	do	5 years	do	2 years	Examination in bookkeeping, rhetoric, English and American literature, general history, botany, music, drawing, chemistry, orthoepy, phonology, history of education, pedagogics, school law, school organization, besides subjects for first grade (except psychology).	Section 738.
Normal certificate (on diploma).	do	do	do	do	Graduate of State normal school.	Do.
Primary State certificate.	do	3 years	State (first 3 grades).	3 years	Must hold first-grade county certificate for 3 years.	Session laws 1908.
First-grade county certificate.	do	do	County	One year	Examination in reading, writing, arithmetic, grammar, orthography, geography, history, civics, physiology, theory and practice, natural philosophy, physical geography, algebra, geometry, and psychology.	Sections 740 and 741.
Second-grade county certificate.	do	2 years	do	None	Same as first grade, except last five-named subjects; also, the percentage is lower.	Do.
Third-grade county certificate.	do	1 year	do	do	Same as second grade, except that the percentage is lower.	Do.

First and second grade certificates may be indorsed by county superintendents throughout the State. Professional and normal certificates are issued on the indorsement of diplomas from other State normal schools or universities and colleges of good standing.

TABLE 5.—*Legal provisions relating to teachers' certificates—Continued.*

OHIO.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
High-school life certificate.	State board of examiners.	Life	All public schools.	-----	Professional experience and ability	Chapter 12, section 4066.
Common-school life certificate.	do	do	State common schools.	-----	A knowledge of such branches as common schools require.	Do.
Special life certificate.	do	do	State (special branches).	-----	A knowledge of the special branches that are to be taught by the applicant.	Do.
Cincinnati life certificate.	Board of examiners of Cincinnati.	do	District wherein granted.	50 months (30 months in Cincinnati).	Examination in history of education, science of education, psychology, besides branches required for a county certificate.	Chapter 12, sections 4074, 4081.
Eight-year county certificate.	County board of examiners.	8 years	County	3 years (18 months in one place).	Examination in botany, algebra, natural philosophy, English literature, and must hold a five-year certificate.	Chapter 12, section 4073.
Five-year county certificate.	do	5 years	do	3 years (12 months in one place).	Must hold a county certificate	Do.
Primary and special certificates.	Board of examiners.	-----	Primary school (special branches)	-----	Examination in special branches, also physiology and hygiene.	Chapter 12, section 4074.
Three-year county certificate.	County board of examiners.	3 years	County	-----	Same as county one-year certificate; grade in examination governing.	Chapter 12, section 4073.
Two-year county certificate.	do	2 years	do	-----	do	Do.
One-year county certificate.	do	1 year	do	None	Examination in orthography, reading, writing, arithmetic, geography, English grammar, United States history, civil government, theory and practice of teaching. Requirements are the same as for county certificates.	Do.
District city certificate.	City board of examiners.	1, 2, 3, and 5 years.	District or city	Same as county except for 5 years, when 18 months is required in one place.	-----	Chapter 12, section 4081.

OKLAHOMA.

Life diploma.	Territorial board of education.	Life	Territory	5 years	Examination in Latin through Caesar, Cicero, Virgil, besides the branches required for a ten-year certificate. A general average of 90 per cent, with no branch below 80 per cent.	-----
Ten-year professional certificate.	do	10 years	do	3 years	Same as a five-year certificate, with an average of 85 per cent and no branch below 75 per cent.	-----

Five-year professional certificate.	.....do.....	5 years.....	.....do.....	.....do.....	Examination in orthoepy, spelling, reading, writing, composition, grammar, English literature, arithmetic, algebra, plane and solid geometry, political and physical geography, United States and general history, civil government, physiology and hygiene, methodology and history of education, either botany, zoology, and physics or two of the following: Chemistry, political economy, and Latin. General average of 80 per cent, with no branch below 70 per cent.
First-grade county certificate.	County board of examiners.	3 years.....	County.....	12 months.....	Examination in bookkeeping and physics, besides the branches required for a second-grade certificate. Average of 80 per cent, with no branch below 70 per cent. The applicant must be at least 20 years of age.
Second-grade county certificate.	.....do.....	2 years.....	.....do.....	3 months.....	Examination in civil government, besides the branches required for a third-grade certificate. Average of 80 per cent, with no branch below 60 per cent. The applicant must be at least 18 years of age.
Third-grade county certificate.	.....do.....	1 year.....	.....do.....	None.....	Examination in spelling, reading, writing, English grammar, composition, geography, arithmetic, United States history, physiology and hygiene, theory and practice of teaching. An average of 70 per cent, with no branch below 50 per cent. Applicants must be at least 16 years old.
City certificate.....	City board of examiners.	.....	City where issued.	.....	Such examination as may be required by the city board of examiners.

Article 12, section 4.

Do.

Do.

Article 9, section 14.

A second-grade county certificate may be granted to graduates of the county high school. First-grade certificates may be indorsed by other county superintendents upon the payment of the legal fee. County superintendents can grant temporary certificates until the next examination.

TABLE 5.—*Legal provisions relating to teachers' certificates—Continued.*

OREGON.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
State diploma (on examination).	State board of education.	Life	State	60 months (15 months in Oregon).	Examination in botany, plane geometry, general history, English literature, besides the branches required for a State certificate.	Title II, section 8.
State certificate (on examination).	do	5 years	do	30 months (9 months in Oregon).	Examination in algebra, bookkeeping, composition, physical geography, physics, psychology, besides the branches required for a first-grade county certificate, with general average of 85 per cent, minimum grade of 70 per cent in any branch.	Do.
State certificate (on other State papers).	do	do	do	do	If secured by passing an examination before the State authorities equivalent to that given by the State board of Oregon.	Title II, section 13.
First-grade county certificate.	County board of examiners.	3 years	County	12 months	Same as third-grade county certificate, with general average of 90 per cent, minimum of 70 per cent in any branch. Applicant must be 18 years old.	Title III, section 19.
Second-grade county certificate.	do	2 years	do	3 months	Same as third-grade county certificate, with general average of 80 per cent, minimum of 60 per cent in any branch. Applicant must be 18 years old.	Do.
Third-grade county certificate.	do	1 year	do	None	Examination in orthography, reading, writing, mental arithmetic, written arithmetic, English grammar, geography, United States history, theory and art of teaching, physiology and hygiene, civil government, Oregon school law, with general average of 75 per cent, minimum of 60 per cent in any branch. Applicant must be 18 years old.	Do.
Primary certificate.	do	3 years	do	12 months	Must make an average of 85 per cent, minimum of 70 per cent in any branch, in reading, writing, spelling, arithmetic, physiology, the art of questioning, methods, theory, and art of teaching. Applicant must be 18 years old.	Do.

Other State diplomas or certificates are indorsed after the applicant has taught the required time in Oregon; temporary certificates are issued for that time. All county certificates may be indorsed by other county superintendents. The first-grade county certificate may be renewed. The primary certificate is good for the first three grades of a school or as an assistant teacher.

PENNSYLVANIA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
State certificate	State superintendent.	Life	State	3 full terms in public schools of Pennsylvania.	Graduates from a four-years' collegiate course. Must be 21 years of age, a successful teacher, and a person of good moral character.	Section 322.
Permanent certificate.	do	do	County, city, or borough (good for 1 year in another county).	3 full school terms.	Must hold a professional certificate	Section 325.
Professional certificate.	County, city, or borough superintendent.	1 year longer than the superintendent's term.	County, city, or borough.	do	Examination same as provisional certificate, and the applicant must have had success in teaching.	Do.
Provisional certificate.	do	1 year ^a	do	None	Examination in orthography, reading, writing, geography, English grammar, written and mental arithmetic, United States history, theory and art of teaching, civil government, including State and local government, elementary algebra.	Section 303, Section II.

^a Can not be renewed or indorsed.

State certificates from other States or State normal diplomas from other States will be indorsed, provided those States will in return indorse Pennsylvania certificates and diplomas.

PHILIPPINE ISLANDS.

They have not yet established a regular system of certificating the teachers, as they have just established their normal course of four years; but the qualifications for United States teachers are as follows:

- (1) Applicants must be either normal or college graduates, or of equivalent education.
- (2) They must have had at least two years successful experience in school work. Copies of testimonials should accompany each applicant.
- (3) Two references, who can vouch for the moral character and personal habits of the applicant, must be given.
- (4) Applicants must pass an examination in the following branches: Arithmetic, political and physical geography, American history and government, general history and current topics, English grammar, composition and dictation, physiology and hygiene, algebra, school methods and management.
- (5) A certificate of good health from a reliable physician must be filed by each applicant.
- (6) A contract to serve two years and accept whatever location may be assigned from all appointees. The teacher receives \$300 per year, payable monthly, in local currency at the legal ratio.

The transportation is given from the sailing point to the islands, and after six months of satisfactory work in the islands the Government will also pay back the traveling fees from residence to place of embarkment. But the expense for fees on board of ship is first paid by the person. The salary begins when the appointee leaves home.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

PORTO RICO.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Principal teachers' certificate.	Commissioner of education.	-----	Villages or cities of Porto Rico.	-----	Graduates of an accredited normal school, college, or university; or examination in algebra, geometry, physiology, and any other branches that the commissioner may require, besides the branches required for a graded school.	Section 19.
English teachers' certificate.	do -----	-----	do -----	-----	(1) Graduates of a first-class high school, normal school, college, or university; (2) or having experience and holding a high-grade certificate from the United States; (3) or examination in English language, writing, spelling, reading, grammar, arithmetic, geography, United States history, physiology, methods of teaching.	Section 18.
Graded-school teachers' certificate.	do -----	-----	Graded schools of Porto Rico.	-----	Same as a rural-school certificate.	Section 17.
Rural-school teachers' certificate.	do -----	-----	Rural schools of Porto Rico.	-----	Examination in English language, Spanish language, arithmetic, geography, history of the United States and Porto Rico, methods of teaching.	Section 16.

N. B.—The rent and board for the teachers comes out of the school fund. It can not be less than \$3 or greater than \$15 per month.

RHODE ISLAND.

First-grade certificate	State board of education.	3 years ^a -----	State -----	-----	A diploma from a college, university, or other higher institution of learning, and certificate of professional work; or examination in branches given below. ^b	Chapter 544.
Second-grade certificate.	do -----	2 years ^a -----	do -----	-----	Diploma from a normal or high school and training school approved by the State board of education; or examination in algebra, plane geometry, Greek and Roman history, physics, chemistry, rhetoric, English literature, civics, either botany, zoology, or mineralogy, and history of education, methods, and school laws of Rhode Island, besides branches required for a third grade.	

Third-grade certificate.	do	do	do	do	Examination in reading, writing, spelling, arithmetic, English grammar and language, United States history, geography, physiology, methods, school management, and law.	Chapter 544, circular 1903.
Fourth-grade certificate.	do	1 year	do	do	Examination in reading, writing, spelling, language, arithmetic, geography, United States history, and physiology.	Chapter 544.
Special certificate ^c	do	2 years	do	do	Satisfactory evidence of proficiency, or examination in the special branches applicants are going to teach.	Do.
Evening school only, first-grade certificate.	do	3 years	do	do	Diploma from college or university approved by the board of education.	Do.
Evening school only, third-grade certificate.	do	2 years	do	do	Same as a third-grade certificate, omitting methods, school management, and laws.	Do.

^a A permanent certificate of first or second grade may be granted to those who have taught with that grade for fifteen years.

^b Examination in solid and spherical geometry, advanced algebra, trigonometry, geology, chemistry, physics, history of education, history of medieval and modern Europe, constitutional and political history of the United States, either botany, zoology, or mineralogy; any two of Latin, Greek, French, or German. Also school laws of Rhode Island, methods, psychology, pedagogy, and the branches required for a second-grade certificate. The first four certificates may be renewed.

^c Permanent certificates may be granted to those who have taught their specialty fifteen or more years.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

SOUTH CAROLINA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law and regulations, 1903.
State certificate	State board of education.	10 years	State	None	Graduate of a college or university approved by the State board of education or issued upon examination in regular first-grade studies, together with additional questions more advanced and especially professional. Average standing not less than 85 per cent. Must not be less than 20 years of age. Examination in orthography, reading, writing, arithmetic, composition, English grammar, elements of agriculture, history of United States, civics, algebra, physiology, English literature, and in such branches as the State board may direct.	Page 29, 30.
First-grade county certificate.	County board of education.	2 years	County	do	Examination in branches required for a second grade, with a general average of 80 per cent, not less than 50 per cent in any branch, or, taking first-grade examination and making a general average of 70 per cent, nothing less than 45 per cent in any branch. Examination in the branches required for a second-grade certificate (Class A), making an average of 70 per cent, not less than 50 per cent in any branch, or, taking first-grade examination and making an average of 60 per cent, not less than 40 per cent in any branch.	Page 12, 30, 31.
Second-grade county certificate (Grade A).	do	do	do	do	Same.	Same.
Second-grade county certificate (Grade B).	do	do	do	do	Same.	Same.

First-grade certificates may be renewed if the holder attends the Teachers' County Institutes. State Supt. John J. McMahon states in his annual report, 1901: "No examination has been held for a State certificate for many years." A college diploma secures this certificate. At a recent meeting of the State board of education it was decided to permit applicants to take examination for State certificate at the time for regular county examinations.

The governor and State superintendent of education are empowered to grant State certificates upon the presentation of diplomas from reputable colleges and universities in other States of as high rank as leading colleges of this State, such certificate to be subject to confirmation by the State board at its next meeting. (School Laws 1903, p. 29, sec. 10.)

Persons who may have stood successful examination on nine courses in the State summer school are entitled to a State certificate to teach: *Provided*, That they make 90 per cent on each of three of these courses: *And further provided*, That the State superintendent of education, upon investigation, deems them worthy of State certificates. (Report 1902-3, p. 84.)

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
State diploma -----	State superintendent.	Life -----	State -----	10 years -----	Graduate of some institution of learning or examination in such branches as may be selected by the superintendent of public instruction, and also examination in science and art of teaching and any two of the following: Geometry, trigonometry, chemistry, zoology, or geology; also any two of these: English literature, rhetoric, general history, political economy, psychology; write a thesis of not over 5,000 words nor less than 3,000 words upon a subject selected by the State superintendent.	Chapter I, section 14.
State certificate (on examination).	do -----	5 years -----	do -----	24 months -----	Examination in algebra, geometry, physics, physiology, hygiene, drawing, civil government, didactics, general history, American literature, English grammar, or theory, and penmanship.	Chapter I, section 12.
University State certificate (on diploma).	do -----	do -----	do -----	-----	Resident graduate of the State university who has taken the prescribed course in pedagogy.	Section 2288.
Normal State certificate (on diploma)	do -----	do -----	do -----	-----	Resident graduate of the State normal schools of the State.	Do.
First-grade county certificate.	County superintendent.	3 years -----	do -----	(?) -----	Examination in physical geography, current events, American literature, bookkeeping, drawing, besides the branches required for a second-grade certificate.	Chapter II, sections 3, 4.
Second-grade county certificate.	do -----	2 years -----	County -----	None -----	Examination in civil government, besides the branches required for a third-grade certificate.	Chapter II, section 5.
Third-grade county certificate.	do -----	1 year or less -----	Special school in county.	do -----	Examination in orthography, reading, writing, arithmetic, physiology and hygiene, geography, English grammar, United States history, and didactics.	Chapter II, sections 4 and 5.

Minimum age of applicant for third-grade certificate is 17 years; for second grade, 18 years. No person shall receive more than two third-grade certificates in the same county.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

TENNESSEE.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
First-grade secondary certificate (on diploma).	County superintendent.	4 years.	State.	.....	Graduate of the State Peabody normal college of the Peabody Institute.	Circular.
First-grade secondary certificate (on examination).	do	1 year	County	.....	Examination in orthography, reading, writing, spelling, grammar, geography, history of the United States and of Tennessee, elementary geology of Tennessee, elements of agriculture, theory and art of teaching and school law, physiology and hygiene, algebra, plane geometry, physics, bookkeeping, civil government, and rhetoric. General average of 85 per cent.	Do.
Second-grade secondary certificate.	do	do	do	.....	Applicants must make an average of 70 per cent in the branches required for a first-grade certificate.	Do.
Third-grade primary certificate.	do	do	do	.....	Examination in the branches required to be taught in the primary schools. Theory and art of teaching, with a general average of 85 per cent.	Do.
Primary certificate.	do	do	do	.....	Examination in orthography, reading, writing, mental and written arithmetic, theory and practice of teaching, school law, geography, English grammar, history of the United States and Tennessee, physiology and hygiene; or applicants who have completed the first year's work in the Peabody Institute.	Do.

Graduates of the State Peabody normal college or institute, or holding "roll of honor" certificate are exempt from examination, and their certificates are good throughout the State.

Heretofore life certificates have been issued exempting teachers from further examination, but by the action of the State board life certificates are forbidden, and all who stand examination this or any succeeding year shall be granted certificates which shall expire four years from date. This does not interfere with parties now holding life certificates. (State Superintendent's Circular, April 3, 1902.)

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Permanent State certificate.	State superintendent.	Life	State	3 years in Texas for certificate based on college or university diploma.	Holding diploma from Texas university, State normal school, or Peabody normal school at Nashville, Tenn., or diploma from college or university of the first class.	Sections 74, 75, and 76, as amended by twelfth, eighth, and ninth legislatures.
State first-grade certificate.	do	2, 4, and 6 years.	do		Holding a certificate from a Texas summer normal, or one issued by the school of pedagogy, or from a State normal school, advanced course.	Sections 74 and 75, as amended in 1903.
State second-grade certificate.	do	3 or 6 years	do		Holding a certificate from a Texas summer normal, or from a State normal school, junior course.	Section 74, as amended 1903.
Permanent primary certificate.	do	Life	do		Examination in the history of education, English and American literature, psychology, in addition to a first or second grade, on a general average of 85 per cent, nothing less than 50 per cent in any branch.	Section 68a, as amended in 1903.
Permanent county certificate (may be made a State certificate).	County superintendent and State superintendent.	do	County or State	3 years in schools of Texas.	Examination same as first grade, and in history of education, general history, English and American literature, chemistry, psychology, plane trigonometry, solid geometry, bookkeeping. General average of 85 per cent; nothing less than 50 per cent in any branch.	Section 68e, as amended in 1903.
First-grade county certificate (may be made a State certificate).	do	4 or 6 years	do		Examination in physics, algebra, geometry, general history, effects of narcotics, and the branches required for a second grade. General average of 85 per cent; nothing less than 50 per cent in any branch for a 6 years' and 75 per cent for 4 years' certificate.	Sections 68b, 68c, and 68g, as amended in 1903.
Second-grade county certificate (may be made a State certificate).	do	3 or 5 years	do		Examination in United States history, English composition, civil government, physiology and hygiene, physical geography, and branches required for a third grade. General average of 75 per cent; nothing less than 50 per cent in any study for a 3 years' and 85 per cent for a 5 years' certificate.	Sections 68a, 68c, and 68g, as amended 1903.
Third-grade county certificate.	County superintendent.	1 year	County		Examination in reading, writing, spelling, arithmetic, English grammar, geography, history of Texas, physiology and hygiene, school management and methods. An average of 70 per cent; nothing less than 50 per cent in any study.	Section 69.

TABLE 5.—*Legal provisions relating to teachers' certificates—Continued.*

TEXAS—Continued.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
High school city certificate.	City board of examiners.	Not exceeding 4 years.	High school in city where issued.	Not prescribed	Examination in branches required by the city board, but not inferior to the requirements for a first-grade county certificate.	Section 72.
Intermediate school city certificate.	do	do	Intermediate schools in city where issued.	do	Examination in branches required by the city board, but not inferior to the requirements for a second-grade county certificate.	Do.
City primary school certificate.	do	do	Primary schools in city where issued.	do	do	Do.
City permanent certificate.	do	Life	Any school in city where issued.	3 years in Texas	Examination in the branches required by the city board, but not inferior to the requirements for a permanent county certificate.	Do.

^a If an average of 85 per cent and nothing less than 50 per cent in any branch is made in the examination for a second-grade county certificate, the certificate is good for five years instead of three.

UTAH.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
State teacher's professional high school diploma.	State board of education.	Life	State	2 years in Utah	Graduates of the University of Utah; or examination in arithmetic, United States history, reading and elocution, spelling, political and physical geography, physiology, algebra, physics, rhetoric, drawing, plane and solid geometry, botany, English literature, general history, civil government, history and science of education, and psychology; any three of these branches: chemistry, geology, French, German, Latin, Greek, trigonometry, zoology, biology, and mineralogy. Applicant must be 20 years of age.	School law, Chapter I, sections 3 and 5.
State teacher's professional diploma of grammar grade.	do	do	State (grammar and primary public schools).	do	Examination in the first 18 branches of the above, except substituted nature study for solid geometry. Applicant must be 20 years of age.	Chapter I, section 5.

State teacher's certificate of grammar grade.	do	5 years	do	do	Section 34.
City teacher's certificate of high school grade.	City board of education.	1 year ^a	High school of specified city.	Examination in reading, writing, spelling, English grammar, geography, arithmetic, United States history, civil government, physical geography, physics, algebra, botany, physiology, and hygiene. Applicant must be 20 years of age.	Letter from State superintendent, May 5, 1903.
City teacher's certificate of grammar grade.	do	do. ^a	Grammar school of specified city.	Examination in civil government, physical geography, elementary physics, algebra, botany, and such other branches as the board may prescribe, besides the branches for a city grammar grade certificate.	Do.
City teacher's certificate of primary grade.	do	do. ^a	Primary school of specified city.	Examination in pedagogy, reading, writing, spelling, English grammar, geography, United States history, arithmetic, physiology and hygiene, nature studies, and drawing.	Do.
County teacher's certificate of grammar grade.	County board of examiners.	do. ^a	County	Same branches as teacher's certificate of primary grade.	Do.
County teacher's certificate of primary grade.	do	do. ^a	do	Same branches as the county teacher's certificate of grammar grade.	Do.

^aSubject to almost indefinite renewal if work is satisfactory. Diplomas and certificates from other States will be indorsed properly after the holder has taught two years in Utah.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

VERMONT.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Unlimited certificate.	State superintendent and county superintendent.	Life	State	200 weeks	Graduate of a normal or training school or other person holding a 10-year certificate.	Chapter 35, sections 647 and 649.
Normal diploma (license to teach).	State normal school commission.	10 years	do	None	Graduate of the higher course of the State normal or training school.	Chapter 35, section 645.
Normal school (license to teach).	do	5 years	do	do	Graduate of a lower course of the State normal or training school. ^a	Do.
First-grade collegiate graduate certificate (on diploma).	County examiner.	do	do	do	Graduate of a college course approved by the State superintendent.	Chapter 35, section 658.
First-grade normal certificate (on diploma).	do	do	do	do	Graduates of normal schools of other States.	Do.
First-grade kindergarten certificate (on diploma).	do	do	do	do	Graduate of approved kindergarten training school.	Chapter 38, section 709.
First-grade certificate (on examination).	do	do	do	40 weeks	Must pass a satisfactory written and oral examination on the branches required.	Chapter 35, section 652.
Second-grade certificate (on diploma).	do	2 years	do	None	Graduate of an academy, seminary, or high school approved by the normal board and has had 30 weeks of study in principles and methods of education outlined by the State superintendent.	Chapter 35, section 659.
Second-grade certificate (on examination).	do	do	do	12 weeks	Making satisfactory grades in examination on branches taught in the public schools.	Chapter 35, section 653.
Special second-grade certificate (without examination).	do	Not to exceed 1 year.	do	Recent successful experience.	Teachers who have held first or second grade certificates.	No. 25, acts of 1902.
Third-grade certificate.	do	1 year	County	None	do	Chapter 35, section 654.

^a The graduate who, at the fifth annual examination after his graduation, can produce evidence of having taught one hundred weeks successfully will be admitted to the examination for the next higher certificate, and if he passes the examination will be granted a ten-year certificate. All applicants must be 17 years old.

Limited third-grade certificates are granted by examiners on examination for particular schools for a limited time, not to exceed one year.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law (1901).
Life diploma.....	State superintendent.	Life ^a	State.....	2 years.....	Examination the same as for a county first-class certificate and in such other branches as the superintendent may direct.	Page 84.
Professional certificate.	do.....	7 years.....	do.....	do.....	Same as for a life diploma.	Do.
First-grade county certificate.	County superintendent.	3 years ^b	County.....	9 months.....	Same as for a county third grade, with an average of 55 per cent and nothing less than 60 per cent in any branch. The applicant must be 19 years old.	Page 81.
Second-grade county certificate.	do.....	2 years.....	do.....	.....	Same as for a county third grade with a general average of 75 per cent and not less than 80 per cent in any branch. The applicant must be 18 years old.	Do.
Third-grade county certificate.	do.....	1 year.....	do.....	.....	Examination in spelling, reading, writing, arithmetic, grammar, geography, history, civil government, physiology and hygiene, theory and art of teaching. General average of 65 per cent, with nothing less than 40 per cent.	Do.
City certificate.....	City superintendent.	.....	City.....	.....	In the branches that the applicant is required to teach.	Page 80.
State normal certificate.	State superintendent.	Life.....	State.....	.....	Graduates of the State normal school or other institution approved by the State superintendent will receive normal certificates on diplomas; or graduates from colleges or universities who have taught for 3 years in Virginia on a first-grade certificate.	Page 83.

^a Life diplomas are not good after three successive years passing without the holders being engaged in actual school work.

^b Renewed for period not exceeding two years.

All applicants must be 18 years old. Teachers wishing to teach other branches than those they have been examined in must take examination in such branches.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.
WASHINGTON.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Life diploma	State board of education.	Life.	State.	90 months (15 months in Washington), 27 months (9 in Washington).	Same as a State certificate.	Chapter 9, sections 137, 138.
State certificate	do.	5 years	do.		Examination in plane and solid geometry, geology, botany, zoology, civil government, psychology, history of education, book-keeping, composition, general history, besides the branches required for a first-grade certificate; or upon a diploma of the State normal school or normal department of the University of Washington.	Chapter 9, sections 137, 138.
First-grade certificate.	State superintendent.	do.	do. ^b	9 months	Examination in physics, English literature, algebra, besides the branches required for a second-grade certificate. An average of 90 per cent in arithmetic and grammar and not less than 70 per cent in the rest.	Chapter 9, sections 137, 138, 141.
Second-grade certificate.	do.	2 years	do. ^b		Same as a third-grade certificate. Must obtain 80 per cent in arithmetic and grammar and not less than 60 per cent in other branches.	Chapter 9, sections 137, 141.
Third-grade certificate.	do.	1 year	do.		Examination in reading, writing, spelling, written and mental arithmetic, geography, English grammar, physiology and hygiene, history and Constitution of United States, school law and constitution of Washington, theory and art of teaching. Must obtain 70 per cent in grammar and arithmetic and not less than 60 per cent in the rest.	Do.
First-grade primary certificate.	do.	Primary grades in schools of the State.	5 years in any primary school.	50 months in primary work.	Examination in music, drawing, nature study, English literature, besides the branches required for a second-grade certificate.	Do.
Temporary certificate.	County superintendent.	Until next regular examination.	County.	Not prescribed	Paper upon which granted must indicate good scholarship.	Chapter 9, section 146.
Special certificate.	do.	Until revoked	Specified town, city, or county.	do.	Must be qualified to teach such special branch or branches as the certificate designates.	Chapter 9, section 137.

^aThe board of education and the State superintendent may issue life certificates and diplomas to applicants holding the same from other States or common school certificates upon graduation from a four-year collegiate course of normal course equivalent to the State normal or University of Washington and pass examination in theory and practice of teaching, psychology, and history of education, after twenty-seven months of teaching (nine in the State of Washington). All applicants must be 17 years old. State certificates and common school first and second grade certificates can be reissued under certain circumstances.

^bThese certificates must be registered with the county superintendent of the county in which the applicant expects to teach during the coming year.

WEST VIRGINIA.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
First-class State certificate (on examination).	State board of examiners.	12 years	State	Some	Examination in those branches taught in common schools, and in theory and art of teaching. If the applicant teaches 8 years out of 12 years, the certificate can be renewed. Applicant must be of good moral character.	School law, section 29a.
Second-class State certificate (on examination).	do	6 years	do		Examination in 4 or more branches which are decided by the board of examiners, besides the branches required for a county certificate.	Do.
First-class State certificate.	do	12 years	do	4 years on a 6-year certificate.	Same as a second-class State certificate.	Do.
Second-class State certificate (on diploma).	do	6 years	do	3 years on a first-grade county certificate.	Graduates of the State university, graduates of the Peabody Normal College, of Tennessee, graduates of the State normal school of West Virginia, or other schools that are approved by the State board of examiners.	Do.
First-grade county certificate.	State superintendent. ^a	5 years	County		Examination in general history and book-keeping, besides the branches for a second-grade county certificate. General average of 90 per cent, and nothing less than 75 per cent in any branch.	House bill No. 134, pages 24-25, West Virginia School Journal, March, 1903. Do.
Second-grade county certificate.	do. ^a	3 years	do		Examination in civil government, besides the branches for a third-grade certificate. General average of 80 per cent, and not less than 70 per cent in any branch. This certificate can not be renewed.	
Third-grade county certificate.	do. ^a	1 year ^b	do		Examination in branches taught in the free primary schools and also in theory and art of teaching. General average of 70 per cent, nothing less than 60 per cent in any branch. This certificate can not be renewed.	Do.

^a Must also be countersigned by the county superintendent.^b A third-grade county certificate can not be issued to the same applicant more than twice.

TABLE 5.—*Legal provisions relating to teachers' certificates*—Continued.

WISCONSIN.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	References.
Unlimited State certificate.	Board of examiners.	Life	State	24 months	Examination in botany, zoology, political economy, general history, history of education; one of these: geology, chemistry, or astronomy; one of these: English literature (critical), Latin; also in branches required for the limited State certificate.	Circular.
Limited State certificate.	do	5 years	do	12 months	Examination in reading, orthography, arithmetic, writing, English grammar, arithmetic, geography, United States history, algebra, geometry, civics, government, theory and art of teaching, physiology, physics, English literature (historical and critical), English literature (theoretical and practical), manual of the course of study, elements of agriculture, American and English literature, English composition, and English history.	Do.
Normal school diploma.	Normal board and State superintendent.	Life	do	1 year	Must hold a Wisconsin normal school diploma.	
University or college diploma.	State board and State superintendent.	do	do	16 months	Diploma of graduation from the State University of Wisconsin or an incorporated institution of equivalent course.	
University pedagogical certificate.	do	do	do	8 months	Diploma of graduation from the State university and completion of course in pedagogy.	
Elementary normal certificate.	Normal board and State superintendent.	5 years	do		Normal certificate of completion of the elementary course showing qualifications to teach.	
County first-grade certificate.	County superintendent.	4 years	County		Examination same as second, and higher algebra, natural philosophy, and geometry.	
County second-grade certificate.	do	2 years	do		Examination same as third, and grammatical analysis, physical geography, elementary algebra.	
County third-grade certificate.	do	1 year	May be restricted to a town or school.		Examination in the common English branches, constitutions of the United States and Wisconsin, temperance, theory and art of teaching.	
Free high school graduates' certificate.	do	4 years	County		Graduate of free high school, with diploma showing standing in each branch.	

WYOMING.

Name of certificate.	By what authority issued.	Duration.	Where valid.	Experience required.	Scholarship requirements.	Reference to school law.
Professional certificate.	State superintendent.	6 years	State	5 years (1 in the State)	Examination in psychology, methods of teaching and management, history of education, besides the branches for a first-grade county certificate. General average 90 per cent, nothing less than 80 per cent in any branch. ^a	Sections 623, 627, and section 1, chapter 90, session laws 1903.
First-grade county certificate.	County superintendent.	4 years	County		Examination in rhetoric, algebra, plane geometry, English literature, political economy, physical geography, and any 2 of the following: Botany, zoology, natural philosophy, biology, chemistry, psychology or bookkeeping; also the branches for a third grade. General average of 85 per cent, not any branch below 60 per cent.	Do.
Second-grade county certificate.	do	2 years	do		Same as a third grade, with a general average of 85 per cent, not any branch below 60 per cent.	Do.
Third-grade county certificate.	do	1 year	do	None	Examination in orthography, reading, writing, arithmetic, English grammar, geography, civil government (including Wyoming constitution), physiology and hygiene, theory and practice of teaching. General average of 70 per cent, with no branch below 50 per cent.	Do.

^a If the applicant is a graduate of some reputable normal school, college, or university and has had successful teaching experience, his diploma or other equivalent evidences will exempt him from examination in scholastic branches.

The attorney-general has decided that the county superintendent may issue a certificate to an applicant who presents a diploma from a reputable college, university, or a State and county certificate from another State or county. They are not required to do this unless the diploma is from the University of Wyoming.



CHAPTER XI.

J. L. M. CURRY AND HIS SERVICES TO EDUCATION IN THE SOUTH.

CONTENTS.

- I. Proceedings of the Trustees of the Peabody Fund.
 - II. Eulogium of Dr. J. L. M. Curry: By E. A. Alderman, President of Tulane University.
 - III. Services of Doctor Curry in connection with the Peabody Fund: By A. D. Mayo, A. M., LL. D.
 - IV. Education in the Southern States: An address by Hon. J. L. M. Curry.
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I.—PROCEEDINGS OF THE TRUSTEES OF THE PEABODY EDUCATION FUND, AT THEIR FORTY-THIRD MEETING, NEW YORK, OCTOBER 8, 1903.

There were present: Chief Justice Fuller, the chairman, and Messrs. Green, Porter, Morgan, Courtenay, Somerville, Fenner, Gilman, Hoar, Smith, Doane, and Jesup.

Chief Justice Fuller announced the death of Doctor Curry, the general agent of the board, and at his request Doctor Gilman presented the following minute, which, on motion of Judge Fenner, was adopted by the trustees as an expression of their views. When the vote on the adoption was taken the members rose from their seats out of respect to Doctor Curry's memory.

The trustees of the Peabody Education Fund gratefully record their appreciation of the services of Hon. J. L. M. Curry, LL. D., as general agent of the fund.

On the death of Dr. Barnas Sears, the wise originator of the methods adopted by this board under Mr. Winthrop's guidance, Doctor Curry, in 1881, was unanimously appointed his successor. He had already acquired distinction as a soldier, a legislator, a minister of the Gospel, and a college president, and his acquaintance with the leaders of public opinion and with the educational conditions of the Southern States, enabled him to enter upon the administrative responsibilities to which he was called with every assurance of success. These expectations were completely sustained. A few years later, at the suggestion of President Hayes, who was a member of the two boards, Doctor Curry was made the executive officer of the Slater Fund as well as of the Peabody, and in this double capacity he traveled widely and constantly in the South, visited colleges, normal schools, industrial schools, and common schools, attended educational conventions, and addressed not infrequently, and at their request, both houses of the legislature in many, if not all of the Southern States. He was also called upon in the Northern States to discuss those phases of education with which he was familiar.

Few of his contemporaries can be compared with Doctor Curry as an orator, so that it is doubtless due to him, in a large degree, that the present awakening of the South to the importance of public provision for education should be attributed. He was keenly alive to the responsibilities of his position, unwearied by the long journeys which they involved, conscious of radical differences of opinion among those whom he met, and undismayed by perplexities. His enthusiasm for education, his consideration for others, and his sincere desire to promote the welfare of all the people enabled him to exert a profound and serviceable influence which will never be forgotten.

Twice during his connection with this board he was appointed by different administrations to represent the United States at the Spanish court. With these exceptions his services were uninterrupted until a few months before his death, when his physical powers gave way. The board provided for his relief from such duties as he was willing to throw off, yet his vigor had departed never to return. He was unable to attend the special meeting of the board in January last, and he died near Asheville, N. C., February 12, 1903, in his seventy-eighth year. He was

buried in Richmond, and at the funeral his colleagues in this board were represented by the treasurer, Mr. J. Pierpont Morgan. Mrs. Curry, who was then a great invalid, died a few weeks later.

It is not easy to sum up in a few sentences the characteristics of this remarkable man. His versatility is shown by the various positions to which he was called—the bar, the ministry, the legislature, the Army, the Congress of the Confederate States, the Congress of the United States, the professorship of law, the administration of two educational trusts, the mission to Spain. It was twenty years after the outbreak of the civil war when he entered upon his task as a promoter of peace and union by the agency of education; and during the twenty-two years that still remained to him of life his other distinctions, if they did not vanish, were quite subordinate to that which came from his connection with this fund. As an adviser to the trustees, as the official visitor to the schools which were aided by the board, as the authorized exponent and advocate of general education, as the eloquent and forcible speaker upon the public platform, he won the admiration and respect of his associates and colleagues. Other leaders will undoubtedly come forward, but the managers of this trust will never fail to associate the names of Sears and Curry with those of Peabody and Winthrop. To these four men perpetual gratitude is due.

II.—EULOGIUM OF DR. J. L. M. CURRY.

BY E. A. ALDERMAN, PRESIDENT OF TULANE UNIVERSITY.

[An address delivered at the 1903 meeting of the National Educational Association, Boston, Mass.]

Jabez Lamar Monroe Curry was born in Lincoln County, Ga., on June 5, 1825, and died in Asheville, N. C., on February 12, 1903. This long life was a purposeful life, rich in experience of men and governments, and full of devotion, of service, of struggle, and achievement. There was never a pause in its unceasing, virile activities, and when the end came I know no man of whom it could be more truthfully said that he had drunk honorable life to its lees. Doctor Curry had been a soldier in two wars, a maker of laws in State and nation, a teacher and preacher, a writer of useful books, twice a representative of his Government at the court of Spain, and a statesman of that truest sort whose faith in the perfectibility of men was unflinching and whose ambition was to give to all men a chance to inherit the power, the beauty, and the richness of life.

The intense, rich life of Doctor Curry covered an equally rich period of his country's history. Thomas Jefferson was still alive when he entered the world. The scene of his youthful activity was the isolated lower South; for, though born in Georgia, Alabama was the State which he served from his entrance into the Alabama legislature in 1847 to his presidency of Howard College in 1868. He was well born and well educated, and he inherited a certain distinction of manner and presence that commended him well to the genius of his age and region. His young manhood was passed amid the storm of a great argument, made necessary by the silence and indecision of the Constitution as to the nature of this Union. To our minds, cleared of the hot temper of the time, that age seems an unhappy, groping age; but it was a good age in which to be born, for men were in earnest about deep, vital things. It was, indeed, an age of passion, but of passion based on principles and enthusiasm and deep loyalties. The cynic, the political idler, the self-seeker, fled before these fiery-eyed men who were probing into governmental theories and Constitutional interpretations and who counted their ideas as of more value than their lives. The time had its obvious faults, and was doomed to fall before the avatar of progress; but there lived in it beauty and force, and a great central note of exaltation of personality above social progress. Around the fireside the talk did not fall so much upon the kind of man who forms the syndicate or corners the stock market, or who wages the warfare of trade around the world, but, rather, simple, old questions were asked which might have been asked

in the Homeric age: Is he free from sordidness or stain? Has he borne himself bravely in battle? Has he suffered somewhere with courage and dignity? Has he kept faith with ideals?

Doctor Curry had reached his prime when the great drama, fate driven and fate determined, passed from argument into war, and he himself, caught in the grip of that same fate, notwithstanding all his gentleness and tenderness, played the part of a man and a soldier. He had reached the heights of middle age when the storm had passed and pain and despair had smitten so many souls. What is there for a strong man to do—a man of heart and courage, with a spirit unspoiled by hate or bitter memories, with a purpose unshaken by any doubt? This was the great interrogatory that faced him in the silence of his soul. There could be no bickerings for such men as he. There could be no crude racial scorn, no pettiness, no puerile obstinacy. His passion was for constructiveness. His supreme genius was for adaptability to environment. He saw his task lying before him—like a sunlit road that stretches straight before the traveler's feet. He was to walk in that path for all his remaining days. The quality of his mind, the sum of his gifts and graces, the ideals of contemporary civilization suggested forensic preferment, but no consideration of fortune or of self could swerve him from his course. The quiet man at Lexington who had borne the greatest burden of all saw the same vision that appeared to Curry. It was a vision of many millions of children standing impoverished and untaught amid new duties, new occasions, new needs; appealing to the grown-up strength of their generation to know why they should not have a country to love, an age to serve, a work to do, and training for that work. The vision was life—unconquered, tumultuous, renewing, regenerative young life. The elders had had their day. Here stood undefeated youth asking a chance to live worthily in its world and time. George Peabody, away off in Massachusetts, saw the same vision. It did not matter to him that these youths were the sons of men who had been enemies to his cause. It did matter to him that youth which the nation needed was springing up untrained; and, rising clear above small passions, he poured his great fortune into the stricken States. Our amazing democracy has nothing finer to show than the spectacle of these three men acting thus largely in a time of national passion and headiness.

The general agency of the Peabody and Slater boards came to Doctor Curry in 1881 as the opportunity of his life, and his last years were to be years of splendid youth wherein he was able to work resolutely for high national ends. The task that confronted him, in its larger lines, was to democratize the point of view of an aristocratic society, to renationalize its ideals and its impulses, to preach the gospel of national unity to both sections, to stimulate the habit of community effort for public ends, to incarnate to young men the ideal of social service, and to set the public school, in its proper correlation to all other educational agencies, in the front of the public mind as the chief concern of educational statesmanship. His task, in its more technical aspect, was to reveal the public school as it should be—actually at work in a democratic form of society, with all of its necessities—trained and cultured teachers, varied curricula, industrial training, and worthy surroundings. From 1881 to 1895 his work was to be a battle for public opinion. And slowly that public opinion got born, and many earnest men gathered around this splendid figure, and under its influence young scholars had their creative instincts awakened and public men felt its stirrings in the air. Above it all and energizing it all stood this genuinely gifted man—I had thought to say old man, but there was never any suggestion of age about Doctor Curry. He met youth on its own grounds and asked no odds. As the things of sense faded from his sight there was vouchsafed to him that supremest good of life—an honest bit of creative work well done and bearing fruit.

At the beginning of his work not a single Southern State had a system of free public schools. At his death there existed in every one of the Southern States a

system of public schools more or less complete, and a wonderful activity in university, normal, technical, and industrial education. And, greater than all this, a generous and triumphant public sentiment had been aroused that will never stop short of efficiency and perfection. It was given to him to see Southern governors from Montague to Heard turned into educational statesmen and to behold the best brain and heart of the North and the South united in a common and intelligent purpose, to get at this great task right and heartily.

His was the first voice to declare that the strategic point of this whole battle was the untaught white man and his child. He was among the first to declare that there was no place for a helot in our system and that the negro should be properly trained for life in the Republic. He was among the first to urge common sense as against sentimentality in the education of the negro. He caused the world to know something of the courage and patience and self-reliance of the southern struggle for self-realization, and he made the world believe that there were strength and purpose enough in this people to solve their own problems with justice and wisdom. In the discharge of all these duties of the pioneer and propagandist, no man who has lived in America since Horace Mann has shown such energy and enthusiasm as J. L. M. Curry.

Personally, Doctor Curry was a man to enjoy and to love. He had the grand manner and the social instincts of the old order. He moved in a fine, lordly way among his fellows. But at his heart he was a democrat to the core, and an individualist in the structure of his mind and in his sublime patience with and belief in the unfailing rectitude of public impulse. He had the genius for giving himself out and the equipment of intellect and temperament necessary for his many-sided duties. It did not matter to him whether he spoke before this learned body or in some little country village—he was all there, heart and soul. The real genius of the man, as I have said, was for adaptability to his time and for sympathy and service on the side of its better forces.

The most vivid characteristic of the man was his intense and complete Americanism. He had believed in his youth in the ethics, at least, of secession. He did not change that belief in his old age. Calhoun was second only to Aristotle in his regard; and yet I have never seen a man to whom the flag made such an appeal or to whom the great unended nation was so dear.

The unforgettable service of J. L. M. Curry was the development of an irresistible public opinion for the education of all the people in the Southern States. The great lesson of his life is the joyous fruitfulness of unselfish striving for high impersonal aims.

His fame is secure, for it is the persistent fame of the teacher and reformer. Is it not our task—the task of the living—to press forward with patience and quiet resolve not to be deterred, not to despair, nor fret, nor doubt? Surely this work we are in is the nation's work, and this nation is a great spiritual adventure, worth living for and working for, as well as dying for.

III.—SERVICES OF DOCTOR CURRY IN CONNECTION WITH THE PEABODY FUND.

By A. D. Mayo, A. M., LL.D.

The death of Dr. Jabez Lamar Monroe Curry at Asheville, N. C., on February 12, 1903, removed from the Southern States a man who for the past twenty-two years had been not only the most conspicuous of southern educational leaders, but, perhaps, beyond all others, has illustrated the position and functions of an educational statesman. The fifty-six years of public life allotted to him were an extraordinary training for a work of great magnitude in a crisis of the civilization

of the Southern States of the Union. The object of this essay is not a final estimate of Doctor Curry, especially in his public career in his own State legislature and in the National and Confederate Congresses, in which he was occupied from the age of 22 till 41. Neither is it essential to dwell upon his service to the Republic as minister to the court of Spain, including his last visit to that country as the representative of our Government at the coronation of its youthful monarch, a service undertaken in peril from declining health and which practically closed his active life. His career as a southern public man will be written and amplified by those who knew him best during the troubled years of the civil war. But it will be necessary to briefly sketch the first forty years of his life with a view to its influence on the later half, especially the twenty-two years from 1881, when his administration as agent of the Peabody and Slater educational funds was in more than one sense a conspicuous and characteristic educational spectacle before the whole country. The history of the rise and progress of the American system of common school education, crowded as it is with romantic and dramatic incidents, contains nothing more inspiring or instructive than the plain record of what Doctor Curry was and what he accomplished during the years from 1881 to his closing visit to the Peabody Normal College, at Nashville, only a few weeks before his death.

Jabez Lamar Monroe Curry was born in Lincoln County, Ga., on June 5, 1825. At the age of 9 his family removed to the beautiful mountain country of northern Alabama, near the village of Talladega, where his father established himself as a wealthy and well-known planter. Here the boy came up according to the regulation life of the promising son of a prominent southern landholder and slave owner. At the age of 14 he entered the University of Georgia, and graduated at the age of 18, in 1843. He studied law at the Law School of Harvard University, from which he graduated in 1845, at the age of 20. His interest in public affairs was already awakened. Until his death he spoke with enthusiasm of the strong impressions then received, not only from the distinguished instructors of the law school at Cambridge, Mass., but from a frequent hearing of the political speeches of Daniel Webster and others famous in New England. Only two years later, at the age of 22, he was elected as a member of the Alabama legislature, and he was reelected for two sessions, between 1849 and 1856.

His most notable work as a candidate for the State general assembly was a campaign in which he was elected over an opponent who represented the Know-nothing movement which ran its brief course through this decade. But far more important was his connection with the establishment of the first public school system of the State of Alabama. In 1852 the city of Mobile, then the largest in the State, made its first advance out of a system of public education under the control of a close corporation to a proper common school for its entire white population. A commission from Mobile visited the public schools of New York, Boston, and other northern cities in 1853, and the people of the city and county indorsed the movement by the appointment of a superintendent of the new common schools. A year later, 1854, the legislature passed the act which finally separated the public school system of Mobile from all connection with the rising system of the Commonwealth, save a share in the State educational funds. At the outbreak of the civil war, seven years later, the city was paying \$46,600 for the schooling of 6,000 white pupils. In 1853 the governor, following the regulation example of southern governors in those days, called attention to the unsatisfactory condition of educational affairs in the State. A legislative committee's report showed that the original national gift of school lands, amounting to \$2,000,000, during the past thirty-five years had been rendered almost valueless by the careless and sometimes very questionable local policy in their sale and use. There were 130,000 white children then in Alabama between the ages of 5 and 15, of whom only 35,000 to

40,000 were in public schools. A legislative committee recommended the appointment of a State superintendent, drafted an educational bill, and published tables showing the condition of local school affairs.

A year later the educational committee of the legislature was reenforced by Judge A. B. Meek, of Mobile, as chairman, with young Representative Curry, from the Talladega district, as a member. An elaborate report, in which it is not difficult to recognize the hand of the new member, presented the situation. Indeed, it was high time the alarm was sounded, for, in the language of the report, "of the 140,000 children of school age 100,000 are receiving no school instruction. So great mental destitution is apparent in no other State. The demand for a great advance in educational facilities is clamorous, coming from the great body of the people, who are the chief support of the State in peace and war, its rightful rulers in all legislation, and their voice should be heard and obeyed. The elementary branches of learning at least should be free to all pupils without money and without price."

The bill reported by the committee provided for a State educational fund from the interest on a portion of the surplus revenue of 1836, an 8 per cent income of the proceeds from the sales of public lands, a 6 per cent income from the sales of sixteenth-section lands, with \$100,000 additional paid by the State. A State superintendent of education, three commissioners of free schools chosen in each county, and three trustees of schools for each township constituted the executive force. Even then it required another year, until December, 1855, to get the new educational machine in motion. After two State superintendents the system had risen in 1858 to 2,597 schools, with 98,000 registered pupils, 42,274 in average attendance six and one-half months in the year, and an expenditure of \$564,210, more than one-half contributed as tuition fees by parents. But this favorable beginning was destined to share the fate of other similar movements in the Southern States in the deluge of secession which engulfed the 11 Commonwealths known during four years, from 1861 to 1865, as the Southern Confederacy.

From 1857 to 1861 Mr. Curry had been elected to the Congress of the United States from the Fourth district, including the six counties adjacent to Talladega. By marriage he became connected with another family which has furnished more than one Representative in Congress for the same district. The new member at once attracted attention in the North by his Congressional speeches, in which a classic form of expression was remarkably blended with the rhetorical fervor then and now characteristic of southern oratory. But already the rising tide of secession had swept away from national moorings the great majority of brilliant and ambitious young public men of the entire South. In connection with Yancey, Morgan, and others, only less notable, young Curry rode the topmost wave in his own State, and in 1861 was found in Richmond, an active member of the Confederate Congress, which position he held till the close of the war, although during its last two years bearing the title of lieutenant-colonel of cavalry and aid on the staffs of Gens. Joseph E. Johnston and Joseph Wheeler. The most important educational result of this experience during the brief existence of the Confederacy has been the two volumes published by Doctor Curry in 1895 and 1901 entitled "The Southern States of the American Union" and "The Civil History of the Government of the Confederate States, with some Personal Reminiscences." In these volumes the reader in search of the true history of the great war for the preservation of the Union will find in condensed and judicial form the substance of the library of volumes and documents published in support of the contention of the seceding States. The complete history of these tremendous years has not yet been written and we must await its advent for the information of the relative position of Representative Curry among the elder and more conspicuous figures of the period.

In 1866-67 Doctor Curry, already bearing the title of doctor of laws from Mercer University (Baptist), Georgia, and the University of Georgia, for two years served as president of Howard College, Alabama. And now began another period of a fifteen years' training for the great work of educational statesmanship that awaited him by his appointment, in 1881, as agent of the Peabody education fund, to which, at a later period, was added the agency of the Slater fund of \$1,000,000 for the schooling of the colored youth of the South.

In no case has the fact, so often denied but as often verified, that only by an educational training which includes the entire American ideal of universal education could any man or woman have gained an adequate outfit for the most difficult and most important educational work done in our country during the past forty years, viz, the reorganization of the entire school systems of the Southern States, been more completely illustrated than in the thirty-five years of preparation for the final work of Doctor Curry. Doubtless his early political career was largely influenced by the two years' instruction and observation at Harvard College, certainly then the most important center of northern educational, literary, and civic life. In this respect his experience was similar to that of almost every man who, during this educational period, was known as a leader in southern education. Gens. Rufus Saxton, Wadsworth, and N. P. Banks were the first to inaugurate the educational movement for the colored and humbler white population during the war, and no man in the history of that troubled period and the generation following has been more deserving of the gratitude of the American people than John Eaton, happily spared to us as a conspicuous monument of educational statesmanship. Samuel C. Armstrong, born and reared in what is now the American colony of Hawaii and schooled under the greatest college president of New England in that period, Doctor Hopkins, was trained in a command of colored troops, and in the service of the Freedmen's Bureau for the organization of the Hampton.

Dr. Edward S. Joynes, the foremost of the older university men of the South, in his comprehension of the American common school, was favored by training in Germany when that experience was unique; Dr. A. M. Newell, for twelve years State superintendent of instruction in Maryland, was a graduate of Dublin University, Ireland, and thoroughly instructed in the Belfast, North Irish, system of modern school keeping; William Preston Johnston, most original of the new college men of the later South, was a graduate of Yale, and had gained his educational experience under the presidency of General President Robert E. Lee, of Washington and Lee University; Dr. William H. Ruffner had lived in Philadelphia as a clergyman long enough to appreciate the necessity of studying the best of the common school keeping at home and abroad as an addition to the admirable plan for the schooling of Virginia white youth, prepared in his own boyhood by his father, then president of Washington College. Almost without exception, every young man of twenty-five years ago who engaged in the superintendency of the new graded schools of the South had been an eager student in, or frequent visitor to, the great summer normals and the schools of the educational centers through all the Northern States. There is nothing remarkable in this fact, when we remember that the one class of people that needed no "reconstruction" were the educators—the men and women in every portion of the country to whom the people were looking for leadership in that great revival of popular education which followed the close of the civil war.

But it would seem as if what the preachers call a "special providence" was leading this man by the hand toward an opportunity unique, beset with difficulties, and not yet appreciated fully by those who personally knew him the best. The one point in which almost every educator from the North or abroad who has wrought at this problem of the education of southern youth for the past thirty years, however acceptable and successful, has been found wanting is the inevitable

ignorance of the southern society of the old time. Our northern teachers, including Doctor Sears, all came South almost practically ignorant of the past and present condition of these States, to say nothing of the work to be done for their emancipated five millions and the one-third of their white population unschooled in letters. Even Doctor Sears, whom Doctor Curry eulogizes as at this period the greatest educational benefactor of the southern people, could only work "at arm's length," practically almost ignoring all denominational cooperation with the great body of Christian people with whom he had been so honorably associated at home.

Just in proportion as the teacher has been in sympathy with these educational leaders of the South and furnished by adequate knowledge of the entire American system of education, to which the experience of the past thirty years in the South has added a most important and essential element, has his leadership been on the line of success.

In this respect Doctor Curry was furnished with a basis of operation which no one in full sympathy with the South of the older time would question. By birth and home training he was a son of the soil, precocious in his educational training; at the age of 21, with his academical, college, and professional school behind him, he had leaped at once into public life and so distinguished himself at the age of 30 that he appeared at Washington as one of the most brilliant and promising of the young men from that section. Like the majority of this type of the younger public men of the South, he was a thorough convert to the political philosophy which made the State the final arbiter of its own destiny, and no young man of his adopted State was more zealous in the final movement that carried it out of the Union than he. He was a member of the first session of the provisional congress at Montgomery, Ala., that framed the provisional constitution, organized the Confederate government, and elected the president and vice-president; and through the four years of its existence he served with great zeal, among the last to give up hope, even when hope was almost eclipsed by despair. To the day of his death he believed that the Government of the United States, previous to 1860, was a proper confederacy, every State within it going or staying, as a matter of moral or political obligation, according to its own good pleasure. And the last of his published works, in 1901, was *The Civil History of the Government of the Confederate States*, etc. So from first to last he wrought with that background of intimate knowledge of southern society and affairs which must be the condition of successful leadership in an undertaking so radical, delicate, and beset with innumerable difficulties as the education of a generation for a new order of affairs.

By a second marriage he was brought to Richmond, Va., associated with a family distinguished for its philanthropic and educational zeal in connection with the Baptist religious body. For thirteen years he was professor in Richmond College, a leading institution in this denomination, and president of its board of trustees; also president of the board of foreign missions of the Southern Baptist Church and of the Southern History Association. Several of his earlier works were written in connection with the history of the Baptist Church. Indeed, he was accustomed, on occasion, to occupy the pulpit as preacher in the churches, although never in charge of a parish.

This, in itself, was a great assistance, for, up to 1860, education in the South was largely in the hands of the different Protestant churches and under the direction of the Protestant Christian ministry. It was this most intimate and prolonged connection, practically for sixty years, from his entrance on college life till his death, with the southern people, in full sympathy with the aspiration for a new nationality which drove them into the greatest of modern civil wars, sharing to the full depth of his nature in the disappointment, sorrow, and fearful wreck of that mighty hope, and for a long generation toiling with all his strength in the adjustment of the southern people to the nationality almost as new and

unlooked for by the people of the North as of the South, that clothed him during the past twenty years of his great ministry of education in the estimation of his people with the double honor of a statesman of the past and a prophet of the future.

Then, during the twelve years of his residence and labor at Richmond, Doctor Curry, as professor, preacher, and leader in the social and cultivated circles of the city, was kept in the most intimate relations with the group of men and the radical movements which were the soul of the new campaign of southern education. Over in Staunton was the home of Dr. Barnas Sears, agent of the Peabody education fund. Its board of trustees as originally appointed by Mr. Peabody was made up of sixteen men who represented the best in the Union: Robert C. Winthrop as chairman, General Grant, Admiral Farragut, Bishop McIlvaine, Hamilton Fish, and William M. Evarts, represented the North; William C. Rives, William A. Graham, William Aiken, and others stood for the South. This board at different times included two Presidents of the United States, two Chief Justices of the Supreme Court, and three of the foremost representatives of American finance. He was in the most intimate relations with all these men; an opportunity, such as has been granted to no two educational leaders of the country save Doctor Sears and himself. Doctor Sears, by common consent, was at this period one of the most thoroughly all-around educators in the Union, his threefold experience as president of a theological seminary and of Brown University, and as successor of Horace Mann in the secretaryship of the Massachusetts Board of Education, besides his intimate connection with the religious body with which Doctor Curry was united, made him of all others most fit for the work designed by George Peabody and Winthrop. So apt was the new student in this unique company, that on the death of Doctor Sears, in 1880, there was no hesitation or debate on the question of his successor. On February 2, 1881, Dr. J. L. M. Curry was unanimously chosen as agent of the Peabody Education Board, and afterwards as honorary member. At a later period the agencies of the Peabody and Slater funds were united in Doctor Curry, who had for his predecessor in the Slater fund the beloved doctor, afterwards bishop, Atticus G. Haygood, of Georgia.

And while this great campaign of education inaugurated by the trustees of the Peabody education fund under the leadership of Doctor Sears, so eloquently described by Doctor Curry in his history of its operations, was in progress through all the ex-Confederate States, another spectacle, only less important and in its details perhaps even more instructive, was going on in the establishment of the American common school for the first time in the State of Virginia, under the leadership of Dr. William H. Ruffner, first State superintendent of free public schools in that Commonwealth. In no State of the South had the "irrepressible conflict" between the old-time British and the new American system of education been more thoroughly fought out with a more decisive victory for the latter than in Virginia. A hundred years before Thomas Jefferson had presented to the new State of Virginia his plan for the emancipation and training of the slaves and the schooling of the white population in a graded system of public instruction, at that time the broadest conception of universal education yet given to the American people. The history of the reception of that prophetic and statesman-like plan of education by the ruling class of the Old Dominion and the subsequent development in and beyond the State of a common school public, including many of the foremost minds of the South, is one of the most instructive in the annals of the Republic.

In 1870 the State of Virginia was in this condition: the masses of her people of both races demanded a system of public schools for both races and all classes, practically the system of Jefferson enlarged to meet the emergencies of the new order of affairs. Dr. William H. Ruffner, a young Presbyterian clergyman and

scientist, the son of President Henry Ruffner, of Washington College, who a generation before had presented an educational scheme even more elaborate than that of Jefferson, was called to the position of State superintendent of public free schools in 1870. For eleven years he administered his great office against almost insuperable difficulties and handed the system over to his successor so compact that it has held its own, with moderate growth, to the present day. Doctor Ruffner and Doctor Curry were intimate friends and coworkers, and it will never be known how much of the success of the State superintendent was due to the constant aid and comfort of Doctor Sears, the friend of both.

During the same period the beloved leader of the Confederate armies, Gen. Robert E. Lee, was quietly and effectively doing an educational work which has only been overlooked because overshadowed by his remarkable military achievements—reorganizing the old country Washington College to the new Washington and Lee University, which in itself would make the reputation of any college president. All these men were the personal friends of Doctor Curry, with the faculties of the University of Virginia and the other Virginia colleges gradually renewing their former importance. In Richmond the lamented superintendent of city schools, Binford, was introducing the best modern methods of instruction. The home of the late president of the Confederacy had been reconstructed into a public schoolhouse, and the good work of a group of Boston women in planting the first seeds of the schooling of the freedmen, the buildings erected, and their leading workers, had been cheerfully adopted by the educational authorities of the city.

Only less important than these developments of the new education in a new South, even more essential to a complete understanding of the American system, was the work of the one man of original educational genius developed by the war as the providential leader in the schooling of the 5,000,000 of freedmen for their new American citizenship, Gen. S. C. Armstrong.

Every branch of the great northern ecclesiastical body at the dawn of peace made haste to occupy the South as a vast new field of missionary enterprise. These churches expended millions of money; filled the country with college buildings, which, in situation, convenience, and appointments, often had no parallel in their neighborhood, and sent forth as teachers a body of young men and women who, in rectitude of character, singleness of aim, and often in personal ability and social and patriotic worth, have never been excelled in any missionary movement of any church. The result of that great invasion, covering an entire generation, has been the schooling of a body of children and youth, representing perhaps a million and more of the colored people, in the elements of education, with several thousand teachers for the new common schools and a body of young men and women who have become the first professional class and the natural leaders of the 10,000,000 of the present colored population of the South. The great success of the movement has been in the reform of the moral side of the religion brought by the freedmen out of slavery and that training in the manners and habits of civilized society for which this people has such a native aptitude.

But the reason that this movement has not fully accomplished its purpose is that it was a reproduction of the northern and southern denominational scheme of education, so implicated with denominational proselytism that its work in the larger cities was greatly overdone and, as far as concerned the three great evangelical denominations, was, from the first, carried on in the face of the southern churches of the same name. Already the leading institutions of this sort are passing through the same change as the sectarian academies and colleges of New England, from which they were copied. There was also the mistake of giving to these schools the most distinguished names and of attempting to educate the first generation of the colored race according to the methods of the northern college and

academy of half a century ago. There was also the further difficulty of the practical impossibility of employing colored or white southern teachers to any considerable extent.

All this was understood, as by instinct, by this young man, Armstrong. In Hawaii, where his father was superintendent of education, he had seen what the ordinary schooling without a basal accompaniment of moral, social, and especially industrial training can do for a people in many respects similar to the masses of the freedmen, whom he had led as soldiers and among whom he had worked in the years that followed the war. He saw that the first necessity was a military government of these youth, practically and morally let loose into infinite space. Then must follow a training, all the way up, in work, the boys or girls being expected to furnish to a considerable extent the means for their schooling and support. The schooling must be coeducational, that the educated colored boy could have for his wife an educated colored girl. The religious education should be Christian in the broad sense that it left the worship of creed and ecclesiastical polity out of account. As soon as possible the school at Hampton was set free from dependence on any association and organized under a board of directors. He also understood that any system of schooling of the colored people, to be effective and permanent, while it might depend largely on the North for pecuniary support, must commend itself to the common school public of the Southern State in which it was set up. Thus he persuaded the legislature of Virginia to appropriate \$10,000 annually of its national industrial school fund, with the superintendent of public instruction and other gentlemen of the State as advisory trustees. He left the classical upper story out of his system of instruction, organizing the school as far as possible according to the methods of the best primary and secondary graded schools of the day. The normal training of the superior students was at once established, under competent management, in connection with the practice department, the Butler common school, afterwards named the Whittier.

This organization, itself a master stroke of educational and civic genius, was baptized into the modest name of the Hampton Normal and Industrial Institute, and its author went about the country preaching his gospel and soliciting gifts under the name of "principal," till one Thanksgiving Day in a little country village church in Massachusetts he received the "first call" to "set his house in order." The Hampton system has already been taken up by every Southern State and reproduced in what is known as the Normal and Industrial Free College for Colored Youth, of which Booker T. Washington, the favorite pupil and most celebrated graduate of Hampton, is the accepted leader.

It was the study of this remarkable experiment that converted Doctor Ruffner from his despair over the negro population of Virginia, one-third its entire citizenship, and so convinced the legislature that no effort in the State unfriendly to Hampton has ever succeeded.

There was the one side of the new southern education that Doctor Curry needed to study—himself the son of a planter and heir to all the ruin and despair that came from the great upheaval at the close of the civil war—and he did study it so thoroughly that when the first president of the Slater board of trustees, Dr. Atticus Haygood, was promoted to a bishopric in his church, the Slater board, largely composed of northern men, at once appointed him agent, in addition to his position in the Peabody fund.

And above and overlooking all these movements that were operating in the South was the growing importance of the United States Bureau of Education.

From the first Doctor Curry and General Eaton, United States Commissioner of Education, were friends; and Doctor Curry was made in that peculiar way that he was the lover of every man to whom he was drawn by sympathy in the great work that was first revealed to him during his twelve years' service in Richmond.

To understand the nature and full significance of the task now assumed, in 1881, by Doctor Curry, and to which the remaining twenty-two years of his life were consecrated, it is necessary that a brief account of the Peabody education fund, during its administration by Doctor Sears through the previous eleven years, should be given. And the real significance of the great gift "to the suffering South for the good of the Union" of \$3,000,000, at that time the greatest sum ever given by one man for the education of the whole people, also the first of that series of munificent gifts which have made the educational history of our country during the past thirty years the admiration of the world, can not be understood without a glimpse into the abyss of educational desolation lighted up by the burning words of Doctor Curry. He says:

"At the origin of the fund not a single Southern State within the field of its operations had a system of free public schools, and only in a few cities were any such schools to be found. No State organization existed through which this fund could reach the people. The illiteracy of the inhabitants was appalling and by no means was confined to the freedmen, but included a large per cent of the white population. The legislatures of these States during the period of reconstruction, largely under the influence of members from Northern States where the common schools had been for years a recognized institution and of colored representatives who were filled with a laudable ambition for the schooling of the children of their own people, had laid out a work entirely and sometimes absurdly beyond the ability of their people to sustain, for the support of this scheme was to fall upon the native white people who held 90 per cent of the remaining property of these Commonwealths. During the war and the five years following, 1860 to 1870, the property values of these States had diminished to the extent of nearly \$2,000,000,000. There were in the ex-Confederate States 2,000,000 children and youths within the years of instruction. In the effort to organize and put in successful operation a new and untried system of public schools adequate to the needs of the entire population the Southern States were under a weight of debt beyond their ability, in this their impoverished condition, to pay. To add the expense of free education to this crushing weight was, in their financial condition, a perplexing and almost impossible task. Free schooling was a new question introduced and to be administered by novices in this work. To organize the freedmen—the equality of citizenship of a large class lately the slaves of the white people—was not easy, because in conflict with the traditions, prejudices, social customs, and legal rights of a few years preceding."

The situation was further complicated by the fact that the ex-Confederate States were then in the period of "reconstruction" and the schools were administered by the agents of the Freedmen's Bureau. The great schools, even Hampton, were in their earliest beginnings, with scant promise of their future success. Indeed, it is difficult to conceive a situation more uninviting even to a missionary and more crowded with difficulties to even the most friendly agency of relief from outside than confronted the author of the Peabody gift in 1867.

In the year 1866 George Peabody, who had already become known at home and abroad by his munificent bequests to education and charity, visited Mr. Robert C. Winthrop at his summer residence in Brookline, a suburb of Boston. "There," says Mr. Winthrop, "seated in the hall under the portrait of Benjamin Franklin, taking from his capacious wallet a budget big enough for a chancellor of the exchequer or a chairman of the committee of ways and means, he read to me, privately, that long schedule of appropriations for education, science, and charity which soon afterwards delighted and thrilled the whole community. 'And now I come to the last,' said he, and he drew forth yet another roll with a trembling hand. 'You may be surprised when you learn precisely what it is; but it is the one nearest my heart, and the one for which I shall do the most now and here—

after.' And he then proceeded to read the rude sketch of the endowment for southern education, of which the formal instrument bears date February 7, 1867."

This document contained the gift of \$1,000,000, and in addition the bonds of the State of Mississippi, amounting to \$1,100,000, whose validity had never been questioned, the entire fund to be placed in charge of a board of 16 trustees, Hon. Robert C. Winthrop, of Massachusetts, chairman; 10 of the number of northern and 6 of southern birth and residence. Well does Doctor Curry write: "Never was gift more timely. It came a white-winged messenger of peace and fraternity in the hour of gloom, poverty, and despondency." This great benefaction thus seemed to come to the South not so much from the North or from the nation as from Christendom. And the organization of the board, including several of the most eminent citizens of the South, removed every shadow of suspicion concerning the motives that inspired the gift and the absolute fairness presiding over its dispensation.

The love and confidence of Mr. Peabody in the New England system of education, to which he owed all his own schooling, was shown in the choice of Hon. Robert C. Winthrop as permanent president of the fund, Rev. Barnas Sears as the agent and practically the driving wheel of the great machine, and afterwards Dr. Eben Stearns as the first president of the Peabody Normal College, at Nashville. Each of these men was intimately associated with the great national revival of the American common school, beginning in 1837 in Massachusetts with the establishment of the Massachusetts board of education and the election of Horace Mann as its first secretary. Mr. Winthrop, then in the legislature, was chairman of the committee that drew up and carried through to its passage the statute from which dates this revival of popular education, reaching every Northern State and several of the foremost cities of the South. From that time onward Mr. Winthrop was known as the uncompromising friend of the common school. Dr. Barnas Sears was the successor of Horace Mann in the office of secretary, or State superintendent of schools, in Massachusetts, besides his service in the professional and higher departments of education. Dr. Eben Stearns was for several years the principal of the first State normal school, planted on Lexington battle ground during the administration of Horace Mann. Mr. Peabody himself, in his act of donation, said: "The benefits intended shall be distributed among the entire population without other distinction than their needs and the opportunities of usefulness to them." The board of trustees of the Peabody education fund wisely decided that it should be used exclusively for the building up of the people's common school for the children of every class, race, and condition through the eleven ex-Confederate States.

The wisdom of Doctor Sears, the first agent of the Peabody fund, was shown by his first move. He came to Staunton, then one of the best-known academical centers of the State, and became a resident and citizen of the South, appearing simply as a representative of the American common school for the whole people, to which the thirteen remaining years of his life were consecrated. His own experience as a college president enabled him to appreciate the value of what had already been done in the South for higher education, while his training as the successor of Horace Mann gave him a peculiar insight into the details of common school administration, without which no permanent system of public instruction could be established in the South.

He devoted his first three months to a study of the condition of educational affairs by consultation with the most intelligent educators. "He made extensive journeys, visited and addressed schools, colleges, teachers' associations, and legislatures." In his first report he laid down the platform on which this beneficent trust has stood with no variation until the present day. His conclusion was that the distribution of the income of the Peabody education fund should be confined

as far as possible to public schools, in "rendering aid to schools where large numbers can be gathered, and where a model system of schools can be organized, in all suitable ways to improve State systems of education; to act through their organs, and to make use of their machinery wherever they are proffered, to use influence in favor of State normal schools with special attention to the training of female teachers for primary schools and to especially encourage the attendance of colored teachers at regular normal schools; to favor the appointment and support of State superintendents, the formation of State associations of teachers, and the publication of periodicals for the improvement of teachers." "Free schools for the whole people was the aim of the trust, and everything was to be subordinated to this inflexible object." With great wisdom it was decided that rarely should more than one-fourth the current expenses of a school be placed in the hands of school officers. "The maximum expenditure for white schools," says Doctor Sears, "has been \$300 for 100 pupils, \$450 for 150, \$600 for 200, and we have paid in Virginia, North Carolina, and Georgia \$4,000 in each State for a little more than 2,000 pupils. Two hundred dollars is given for 100 colored pupils, because it costs less to maintain schools for the colored children than for the white." Later this rule was varied by aiding a limited number of the larger towns, with the widest influence, by a maximum appropriation of \$2,000, the minimum number being 100. By this method the larger towns were at once put in the way of assuming all the expense, while the same fund was sent on its way, rejoicing the hearts of new applicants.

Meanwhile Doctor Sears was personally carrying on his work by notable appearances in public. Before the constitutional convention of Virginia his address was declared "one of the ablest and most effective ever delivered and very influential in shaping the free-school movement for the State." The agent was perpetually "in the saddle," visiting all the ex-Confederate States, and reported everywhere that, although the people were in a fever of political excitement, "men of all parties who rarely cooperated in other things met and consulted and acted together on educational affairs with singular unanimity." Indeed, in more than one case the reconstruction government then in operation was ignored and the Peabody aid administered through reliable local agents.

In 1868 Mr. Peabody visited the United States again and added another million dollars, besides \$384,000 in Florida bonds, which were repudiated, like the \$1,100,000 of Mississippi bonds. Mr. Peabody's last summer was passed at the White Sulphur Springs, in West Virginia, 1869, where he formed an extended acquaintance with many of the foremost people of the South. He sailed on September 29 for England, and died on November 4, 1869. As Doctor Curry writes, "No uncrowned man ever had such funeral honors. His remains found a temporary resting place in Westminster Abbey. Eloquent tributes were paid by high prelates and the highest minister of the Crown. The press gave utterance to the universal sorrow. By order of the Queen the body was conveyed to America in Her Britannic Majesty's ironclad steamer *Monarch*, which was accompanied by the United States ship of war *Plymouth* as an escort. The President assigned to Admiral Farragut the service of receiving the remains at Portland. Agreeably to his own desire the benefactor was buried near to the graves of his father and mother in his native town of Danvers, now Peabody. On February 8, 1870, Hon. Robert C. Winthrop delivered an oration on the character and general services of Mr. Peabody, declared by Mr. Charles Francis Adams to be the most eloquent discourse he had ever heard. His Royal Highness, Prince Arthur, with other distinguished persons, was in attendance."

For the remaining nine years of the administration of Doctor Sears this great educational trust was developed on the lines originally laid out. Every year, in the autumn, the trustees held their annual meeting, which, after a few years of

experimenting, was finally located at New York, the State where the trust was originally incorporated and the city where the treasurer, Mr. J. Pierpont Morgan, resided. The meeting of the board was always opened by the address of the president, Hon. Robert C. Winthrop, who may be said to have represented his friend of many years, George Peabody, and who declared that he regarded his connection with the Peabody education fund "the greatest honor of his life." The report of Doctor Sears was the central feature of the occasion, and these, continued through twelve years, accompanied by his frequent published addresses as printed in the publications of the board, are among the most valuable historical papers connected with the establishment of the southern common schools from 1863 till 1880.

The journeyings of Doctor Sears in different parts of the South, if reported, would form a veritable Pilgrim's Progress of education. It is remembered that on one dismal night, in the city of Houston, Tex., at a public meeting, where many were called but few were in attendance, to devise some method of improved education, at the moment when the small audience was about to disperse, a quiet old gentleman entered the room, and, in a voice scarcely above a whisper from a protracted loss of speech caused by overmuch public use, told the little crowd his name and office, with an offer to advance a third of the sum necessary to establish a public school system—the beginning of what has become one of the best in the South. In this State he took into companionship Doctor Burleson, a pioneer in education, and found in every State one or more reliable coworkers. He favored at the time the educating of the races in separate schools as best, beyond question, for the colored children and youth, and induced the Peabody board, with Commissioner Eaton, of the United States Bureau of Education, to protest against this feature of mixed schools in the civil rights bill then before Congress.

One of the chief difficulties in the establishment of the schools for the colored people was the almost universal incompetency of their teachers. Soon after 1870 the northern churches, through their educational associations, had established a large number of schools for the race, several of them assuming the title of college and university. These were almost wholly taught by white teachers from the North—persons of fine character, whose influence upon their pupils was all that could be desired, though not so often educational experts trained in the most approved methods of elementary instruction or competent to devise the best methods of mental and moral training for the first generation of this people that had crossed the schoolhouse threshold. As late as 1880, with the exception of Hampton, no one of these schools had a thorough department of pedagogy, and the majority of their students left school after a very few years and attempted the most difficult work in the country—teaching in the new common schools of the rural districts. While the great services of these northern institutions for the first ten years in furnishing teachers for the common schools must be acknowledged, yet it must be confessed that the lack of a thorough training of their students for teaching and the almost entire neglect of the industrial feature was a defect.

It was simply impossible that the majority of these pupils sent out from these schools should have either the accurate knowledge, the experience with children, or the stability of character to hold their constituency up even to a fair school attendance, much less to persuade the parents to supplement the brief school terms by their own contributions. On the other hand, all these schools sent forth a moderate number of competent and a few distinguished teachers. The Hampton school in this respect at once came to the front, from its discrimination of pupils, limitation of the curriculum, emphasis on the industrial and manual features, and wisdom in its moral and religious training.

The public schools for the colored people in the cities of Charleston, Baltimore, Richmond, and, to a less extent, in other cities were largely at first put in charge of white teachers of southern birth and not infrequently superior qualifications and acknowledged social position. For several years all the schools supported by the North were officered by white northern instructors. But in due time, beginning with Virginia, at Petersburg, each of these Southern States established a normal and industrial college for colored youth, with free tuition, modeled on Hampton. The great success of Mr. Bocker T. Washington in building up one of these State schools in Alabama, with only colored teachers, set the copy for all the States. The assistance of the Peabody fund was more and more given to schools of this character as a part of the new public school system of the country.

In due time the Peabody fund, under the expert guidance of Doctor Sears, was brought to the parting of the ways encountered by every public school system everywhere. Even before the death of Doctor Sears, which occurred at Saratoga, N. Y., July 6, 1880, it was realized that the moderate income from \$2,000,000, rarely exceeding \$100,000, must be concentrated largely on the training of teachers. In 1875 arrangements were made with the corporation of the University of Nashville, Tenn., for the absorption of its academical features and the use of its buildings in an institution named the Peabody Normal College. With no help from the State the school was opened on December 1, 1875, in one room, with 13 female pupils, under the presidency of Dr. Eben S. Stearns of Massachusetts. The trustees established scholarships for the benefit of all the ex-Confederate States and West Virginia, worth \$200 a year for two successive years, the number limited to the delegation in Congress of each State. The result was that during the twenty-one years, 1876-1897, twelve States received \$383,584.10 in Peabody scholarships. A crisis in the finances of the college raised the question of its removal to Georgia in 1880; but in the spring of 1881 the city of Nashville and the State of Tennessee came to the rescue, the State with an annual appropriation of \$15,000. In 1887 President Stearns died. But under his administration, even before the death of Doctor Sears, the school had become an undoubted success, the board granting nearly half the income of the fund every year to its support.

In addition to this, generous contributions were made by the Peabody fund for the support of summer normal schools, either with or without the cooperation of the States, for teachers of both races. Several of these schools, supervised by educators like Dr. A. M. Newell, of Maryland, Professor Soldan, of St. Louis, and other eminent educators from various portions of the country, marked an era in the educational development of the Commonwealth. From this movement came at first the county institute for teachers and, later, by the aid of the Peabody fund, the establishment of one or more normal schools in several States connected with the new normal and industrial colleges for white girls.

With all this work of the Peabody education fund during the twelve years of its administration by Doctor Sears, Doctor Curry was in most intimate relations. His distinguished position as a publicist and his wide acquaintance with the leading political and military men in these States pointed to him as the one fit successor of his beloved friend. In 1881 he was appointed agent and honorary member of the Peabody board of trustees.

On October 5, 1881, Doctor Curry read his first report as general agent of the Peabody education fund. With characteristic generosity, it is largely occupied with a comprehensive estimate of his predecessor, of whom he says: "No one can study the work of Doctor Sears as I have had occasion to do without being filled with wonder and admiration at his adaptedness to the difficult and delicate duties he had to discharge." He did his pioneer work "with the skill and genius of a master workman." "It is not easy to conceive of a position more delicate and ardu-

ous than was that of general agent, requiring a combination of peculiar and exalted qualities; and the best eulogy of Doctor Sears is that he met all the requirements. The marked revolution in the opinions and educational systems of the South are scarcely less due to Doctor Sears than to the noble founder of the fund. The South regards him as a benefactor who imparted ideas, infused a new spirit, and molded broad and beneficent legislation."

The administration of Doctor Sears had succeeded in this way because he at once recognized the fact that since the days of Thomas Jefferson the common school public in all those States had been steadily growing every year, including a larger number of their foremost people. Ever since 1830 an agitation for the public free schooling of the white race had been going on, resulting in a succession of more or less futile attempts to organize a working scheme, which had succeeded only in three Southern States and a number of the larger cities. The complete financial and industrial prostration of the southern people at the close of the war enabled this body of advocates to enforce the fact that Doctor Curry saw at once. This fact was that the only hope for the schooling of the South was the hearty adoption of the American system of universal education as it existed, especially in the West, where the State university was its culmination.

The waking up of the whole North to this mighty educational need of the South during the last thirty years of the century has included the expenditure of more than \$50,000,000 of money and services which no one better appreciated than Doctor Curry. The Peabody fund, administered by Doctor Sears for the thirteen years from 1868, had been the most agreeable method by which northern and national aid could be furnished. By this combination of outward forces with the impoverished condition of the country the one great step had at last been taken in placing in the constitution of every Southern State, before 1880, a provision for a thorough system of common schools, including the newly emancipated race. This provision had been followed by legislative action and an honest attempt to organize public free schools in every Southern Commonwealth. By 1880 such a system existed on paper, and to a greater or less extent in operation, in all the eleven ex-Confederate States that were at first the beneficiaries of the Peabody gift. In each of them model schools had been established by the encouragement of Doctor Sears; teachers' institutes had been subsidized; the Peabody Normal College had been founded, in connection with what remained of Doctor Lindsley's University of Nashville; and in all practical ways the aid of the fund with that of the United States Bureau of Education had been extended to the authorities of the new State and municipal systems. The greatest step of all was the including of the more than 1,000,000 colored children and youth in the new arrangement in all the ex-Confederate States.

But no man knew so well as Doctor Curry the great and numerous perils by which this effort was surrounded. The first was the extent of the work itself, whose magnitude neither the masses nor even the more intelligent common school public could appreciate. Even ten years later than the death of Doctor Sears—1890—the percentage of illiteracy among the population of the eleven ex-Confederate States and West Virginia, of 10 years of age and over, was: In Alabama 41 per cent, Arkansas 26, Florida 27, Georgia 39, Louisiana 45, Mississippi 40, North Carolina 35, South Carolina 45, Tennessee 26.5, Texas 19.7, Virginia 30.2, West Virginia 14.4. Of this alarming percentage, the white race in 1900 furnished its quota, from 11.3 in Florida, 11.9 in Mississippi, and 10.8 in Texas, to 16 in Georgia and Arkansas, 17.9 in South Carolina, 17.8 in Tennessee, 18.2 in Alabama, 23 in Louisiana, and 23 in North Carolina. The percentage of illiteracy in 1870, practically the close of the war period, among the whites was much larger, nine of them showing more than 20 per cent of white illiteracy, North Carolina 33.5, and even

Virginia 23.4. Among the colored people there had been a very hopeful change, from an average of 87 per cent in 1870 to 62 per cent in 1890.

This condition alone, very imperfectly realized anywhere in the country in 1880, was an obstacle to success almost insurmountable; but added to this was the other fact of the financial ruin of these States wrought by the war, nowhere so distressing as among the people most in need of schooling for their children. This made any immediate home expenditure for the establishment of the schools almost hopeless, and the greatest strain on any community so burdened does not come with the establishment of schools, but when, later, the conviction is forced upon a people that education, however imperative its need, does not work itself. Every year, in a country where population increases as in the South, a new army is found clamoring outside the schoolhouse door, while greater demands for the improvement of schoolhouses, training of teachers, and enforcement of attendance, are made. Then invariably the plea is made that the masses—who nowhere pay the taxes—are receiving the greatest benefit from the schools, forgetting that were it not for the labor of the masses not only the State itself would fall into the pit of bankruptcy, but the entire fabric of civilization follow into the depths.

Any careful observer from one of the Northern States traveling through this vast region would at once have been impressed with admiration for what had been achieved, yet with the same sense of fear that always haunted Doctor Curry of the danger of a reaction which would disappoint the enthusiastic expectations of the friends and verify the dismal predictions of the enemies of the common school for the whole people. In five of these eleven states there was then no graded school worth supporting in the State capital, and few really vigorous graded schools outside of the larger cities in any of the States. Not one of them had a State normal school for either race. Indeed, more was being done for the training of teachers and industrial education in a score of great schools for the colored race, established and supported from the North, than elsewhere. Of course the great deficiency was in the open country, where the schools were often so poor that the parents might be excused for keeping their children at home. The people, with few exceptions, without the thought of local taxation, were relying upon the State funds, which only kept the school, such as it was, at best in session four months or even less in the year.

All these and other hindrances only less formidable made the period covered by the administration for twenty-two years of the Peabody and twelve years of the Slater fund by Doctor Curry the critical years of the common school system on which the southern people of all classes must for half a century to come depend to a greater extent than the people of any other portion of the country. And the great merit of Doctor Curry as an educational statesman was his thorough knowledge of the situation, gained from a distinguished public career of nearly forty years, while, in the face of an almost appalling situation, he preserved that lofty cheerfulness, amounting to enthusiasm, and a faith blended with the most ardent patriotism for the new national life.

The hiding place of Doctor Curry's power was an indestructible sympathy with and faith in his own people, furnishing the motive power for the prodigious labors of the twenty-two years, under which he finally sank at the age of 78.

In his first address to the Peabody board, in 1881, all this is indicated and an abstract given of the educational situation in the States included in its operation. The sum appropriated for the year was \$50,375, of which half was given to the support of the Peabody Normal College, at Nashville, and teachers' institutes in several States. The most prominent new departure in the policy of the board was that at least three-fifths of the annual expenditure should thereafter be for the training of teachers of both races. The board under his advice at once embarked in the good work of establishing a normal school or schools in every State receiv-

ing its aid, including the free schools for both races that had cast in their lot with the public school movement. Besides this, aid was extended for the support of teachers' institutes, always with the condition that the State should make appropriations for this purpose.

Under these conditions, essentially different from those that confronted Doctor Sears, coming from the North "bearing gifts" as the representative of the Peabody fund and its board of trustees, it is not remarkable that Doctor Curry made of his position a new departure in his administration, covering twenty-two years, and after 1891 including the Slater fund with the income from an additional million of dollars for distribution to the colored people. For the particulars of this long and eventful service the reader is referred to the five solid volumes of Peabody fund reports, three of them representing the work of Doctor Curry, including with those of the Slater fund some fifty documents, in which may be found the most reliable condensed account of the progress of the common school, at first in the ex-Confederate and finally in all the Southern States, yet published. The limits of the present essay only permit a concise statement of the use made of the Peabody and Slater funds by Doctor Curry during the two and twenty years of his agency of both. And under this modest title—"General agent"—the new occupant of Doctor Sears's old position built up a fabric of educational statesmanship such as the country has not seen since the death of Horace Mann.

(1) To understand this work the reader must take into consideration the character of the board of trustees of the Peabody fund. There has never in our country been brought together for educational work a body of men so universally known and regarded for great public service as in this collection of the 51 gentlemen who, during the thirty-five years from 1868 to 1903, held the life office of trustee of the Peabody education fund. The original board of 16, nominally appointed by Mr. Peabody, included in the northern membership Hon. Robert C. Winthrop, who as chairman of the education committee of the Massachusetts legislature thirty years before had been in at the beginning of what became finally the national revival of common school education. Now, after honorable experience in Congress, he had "returned to his first love" as a conspicuous character in a similar revival of the peoples' school in the South. With him were associated Hon. Hamilton Fish, Bishop McIlvaine, General Grant, and Admiral Farragut; ex-Governor Clifford, of Massachusetts; William L. Evarts, of New York; with McAllister, Riggs, and Russell from the North. Hon. William C. Rives, Gen. William Aiken, Hon. William A. Graham, Bradford, and Eaton represented the South. At the end of the first thirteen years several of these had passed away, and before the death of Doctor Curry 51 men beside himself had occupied this honorable position. Among them were four Presidents of the United States, two Chief Justices of the Supreme Court of the United States, three members of the United States Senate, and half a dozen men of national reputation in financial affairs. In addition to this, the body of 10 trustees of the Slater fund included at different times 15 gentlemen, 3 of whom were bishops, and President Hayes, chairman, all persons of equal celebrity with the members of the Peabody trust. During the twenty-two years of Doctor Curry's agency he was often called to advise on the filling of vacancies and selecting from numbers of eminent men "the right man for the right place." There is no record of any discussion in this board that left a sting or any permanent disappointment behind. During the nearly fifty meetings of the Peabody board there was never wanting a quorum to transact business, and such was the confidence in the knowledge and judgment of Doctor Curry that it is doubtful if any recommendation of his concerning the distribution of the Peabody or Slater funds was ever negatived.

(2) First and last the management of these funds required the investment of \$3,000,000 and the expenditure of its income, amounting to more than the sum

of the original fund. In addition to this was the attempt to persuade the two States of Mississippi and Florida to acknowledge additional funds given by Mr. Peabody and by him supposed to be valid, amounting to another million and a half. The board, on the refusal of these States to acknowledge their obligations, for several years denied to them participation in the distribution, and only by the final motion of ex-President Hayes were they at last restored to the list, including finally all the southern States.

At the beginning of Doctor Curry's administration so much had been done toward the establishment of the common school in all these States that the Peabody board decided to reserve only two-fifths the annual income of its two million fund for extraordinary cases, dedicating the remaining three-fifths exclusively to the training of teachers. At the beginning, the Peabody Normal College was established at Nashville, Tenn., on the foundations of the University of Nashville, founded by Doctor Lindsley. This school in the beginning offered an annual gift of \$200 each, later reduced to \$100, to a number of white students of both sexes in each of 12 States equal to its representation in Congress. The last active work of Doctor Sears was the negotiation with the State of Georgia for the removal of the college to Atlanta, prevented by the rallying of its friends in Nashville and the subsequent grant by the State of Tennessee, first, of \$10,000, increased to \$15,000, annually, on condition of receiving a certain number of free State scholarships. The death of Doctor Stearns, in 1887, was followed by the appointment of Dr. William H. Payne, who held the office of chancellor of the university and president of the college until 1901, and by the appointment of Hon. James D. Porter as temporary president. In 1898 the important subject named in Mr. Peabody's deed of gift, the final division of the Peabody fund by the endowment of one or more institutions, was taken up, but postponed at the almost universal protest of the States receiving aid. The board had already commenced the habit of subsidizing the teachers' institutes and summer normals by 1880.

Under Doctor Curry's leadership the important work of the establishment of State normal schools in all these 12 States was inaugurated. It began with Virginia, in the establishment of the State Normal School for Girls, at Farmville, of which Dr. W. H. Ruffner was appointed president, and before the death of Doctor Curry, in 1903, each of these States had one of these schools for each race, and several of the States more than one. Virginia was supporting four, including Hampton, with a department of pedagogy and a summer normal in the State University. Alabama subsidized eight institutions. In several of the States the Peabody gift was bestowed on the new normal and industrial State colleges for white girls, established in Mississippi, Georgia, the two Carolinas, and Alabama; one of the most important new departures in southern education. Every southern State had also established a college—academic, normal, and industrial, and coeducational generally—for colored youth, taught wholly by colored teachers. The Slater fund still distributed its gifts between some 20 schools for colored youth, including those most active in normal and industrial work. But Doctor Curry, with increasing experience, advised the restriction of the distribution of the less than \$150,000 annual income of both these funds more and more to schools under State control. He believed with all his heart that for many years to come the American common school, in all its departments, was the true university of the South, and that nowhere could the income of the \$3,000,000 under his partial control do so much for education as in connection with schools exclusively under State management. And it is doubtful if in the history of education in any country more valuable work has ever been done or suggested by the annual distribution, at most of \$150,000 a year, as during the thirty-five years since George Peabody unloaded his wallet in the hall of Mr. Winthrop's house in Brookline, Mass., last of all its contents producing his original gift of more than \$2,000,000 as, he declared, "to the suffering South, for the good of the Union."

•The "true inwardness" of the mind of Doctor Curry during these twenty-two years in the decision concerning the distribution of the very moderate sum at his disposal among the multitude of clamorous applicants for aid would throw a searchlight into the depths of southern education, such as never has been, and probably never will be, made.

(3) But of equal if not greater importance to the cause he had so completely at heart in the distribution of these funds was the production of the body of literature connected with the administration of Doctor Curry during this long period. The chief interest of every annual meeting of these boards of trustees, after the introductory address of Mr. Winthrop, was the report of Doctor Curry. In addition to impressive remarks on the general topic of education, these addresses contain a concise résumé of the situation in every State receiving aid. Nearly forty—and including published reports of his addresses, fifty—of these valuable reports were published during these twenty-two years. No body of educational literature connected with the South for the last twenty-five years is more valuable for general republication and distribution than this. And when, in addition to this, we consider the great amount of writing and speaking during his constant visitation of schools and in connection with the church in which he sustained an honorable position during these years, it is impossible to withhold from Doctor Curry an honorable position as author in the literature of popular education.

(4) In such a work as Doctor Curry was occupied with during the last thirty years of his life the power of an attractive, forcible, and commanding personality is half the battle. During the twenty-two years of his agency two-thirds of every year was crowded with his visitations to the different Southern States, not to speak of his occasional appearances in the North and the influence of his several years' residence in Washington. Especially valuable were his visits to the schools of the colored people as agent of the Slater fund. On two memorable years he visited a score of these larger schools, once accompanied by ex-President Hayes and afterwards by the president of Johns Hopkins University, Daniel C. Gilman. His appearance in any school anywhere was like a sunrise on Young America. By the rapid intuition of a magnetic personality he always seemed to have the right word at command—of recognition and encouragement for the teachers and an inspiring message for the students. The physical endurance necessary to these long years of tedious journeying, often in failing health, all the time under the obligation of "striking 12" wherever he went, can only be appreciated by one familiar with such an experience.

(5) But nowhere did the life of Doctor Curry during this critical period in the educational affairs of the South so rise into the higher sphere of educational statesmanship as in his relation to the legislatures of these different States and his general service as a representative of the people's school to the entire South. He tells us that no person in the country has addressed so many legislative bodies in connection with the educational affairs of their States as himself. And in these remarkable speeches, even as published, we are able to realize his wonderful breadth and depth of comprehension of the entire subject of popular instruction both at home and abroad, to say nothing of the inspiring eloquence which lighted up the driest matter of detail and for the time compelled the attention of his auditors. Probably the most important result of these efforts was in the prevention of contemplated damage to the common school system.

In every State there was at different times the possibility that the legislature in some way would fail in the support of the public schools. It is not easy to persuade any class of well-to-do taxpayers of the fact that the masses, who do little to replenish the treasury, really, by their labor as the great producing class and indirectly by the increase in their expense of living, are taxpayers in the most vital sense. If there was one man in the South who could be regarded the defender of the right of its humbler population to the best possible schooling of its children it

was Doctor Curry. When he appeared before a legislature half decided on a policy of reaction, in the language of the prayer book he made the State fathers "both afraid and ashamed" to do any vital damage to the dearest interest of the State.

The publication of these splendid addresses not only wrought conviction or arrested reaction at home, but inspired admiration abroad, as well as brought their author into the most intimate relations with the leading educators of the Union. Like Horace Mann in his public efforts, he dealt less with methods and details of instruction than with the general and broad relations of the schooling of the masses to the private and public interest of the Republic. In this service as author and public speaker, always emphasized by the personal and private influence he knew so well how to enforce where most needed, and by his general attitude of commanding influence, he will be associated in the history of the South with the true fathers of these States.

(6) But outside his strictly educational work, though always in touch with his ideal of educational statesmanship, Doctor Curry might claim an honorable place among his contemporaries of the South by several interesting works connected with the civil and ecclesiastical history of these States. We have already mentioned the two volumes relating to the history of the Confederacy, which furnish in a condensed form the best presentation yet made of the argument for the right of secession and the causes of the action of these 11 States in 1861. His residence of three years in Europe as minister to Spain from 1885, by appointment of President Grover Cleveland, was commemorated by a valuable monograph in which the more hopeful side of public affairs in that Kingdom was ably presented. Frequent visits to England and an intimate acquaintance with the progress of educational reform there produced another volume on Hon. William E. Gladstone of equal value. His writings connected with the history of the Baptist Church in America, with various articles and religious discourses connected with his professorship in Richmond College, would in themselves make a stout volume. The new educational boards connected with the South could do no better service than to republish a volume of his educational addresses before the State legislatures and various gatherings of teachers and school men in both sections of the Union.

(7) It was the remark of one of the most distinguished of northern educators, after a reading of several of the recent discouraging essays on the present and future of the colored race: "Perhaps we shall do as well in this great diversity of opinion concerning the colored brother to tie to Doctor Curry." One of the wisest and most profound remarks put on paper by the chairman of the education committee and general agent of the Slater fund during the twelve years of his administration was this: "Every slaveholder knew that a characteristic of the negro, inherent or an evolution from his servile condition, was his secretiveness. No white person is the full confidant of the negro. It is doubtful whether the confessional secures a frank and full disclosure. With my well-known and gratefully acknowledged labors for the upbuilding of the freedmen, I have found it impossible to gain full testimony as to their social and religious conditions. The facts as they lie on the surface are not always a proper indication of what lies below."

These words are the introduction of one of the last reports of Doctor Curry to the trustees of the Slater fund, made by special request and evidently containing his mature conclusions after a most intimate acquaintance with this people as the son of a large slaveholder; a participant in the four years' war for a new southern nationality; a thirty years' service in the interest of southern education, seventeen years in connection with the higher denominational education and a careful student of the general situation, and ten years in connection with the Peabody education fund before he was called by unanimous consent as the gen-

eral agent of the Slater fund for the schooling of the negro, with ex-President Hayes, Bishop Phillips Brooks, University President Daniel C. Gilman, Bishops Potter and Galloway, William E. Dodge, Morris K. Jesup, William H. Baldwin, jr., and Chief Justice of United States Fuller as associates.

This remark concerning the negro could be adopted with equal truth as the final word concerning the very interesting campaign of "child study" which has well-nigh monopolized the attention of the more scientific and philosophic side of the educational corps in the North during the past twenty years. Nobody living knows the "true inwardness" of any child. Apparently the most confiding of all creatures, every little child is evidently safeguarded by Providence from throwing itself absolutely into the power even of the fondest mother or the best beloved companion. It is only with the age of reflection that confidence, "that plant of slow growth," can be safely given and more safely withheld.

What is true of every child is true of the childhood of every race to-day. The most discouraging characteristics of the colored people—their animalism, their slowness in industrial progress, their loose notions in business and property relations, their religious delusions and superstitions, and withal their secretiveness—are supposed to be especially characteristic of this race; but they are paralleled to greater or less degree in the early history of every European people and are simply the characteristics of childhood "written large," and despite the remarkable development of a superior class among this people, during the past quarter of a century, the mass of the freedmen remains the child side of the Republic.

The attitude announced by Doctor Curry in this wise and broad-minded essay is the true national attitude of the American people to-day before the 20,000,000 of its "less-favored" people. The mistake of the average parent in dealing with children is the assumption of absolute knowledge concerning the little one, with an obstinate notion of the child's limitation and a corresponding mutual misunderstanding, with secret or open rebellion in the nursery. The most dangerous failing against which an American community must guard itself is a "snap judgment" concerning every other people, amounting to contempt or underestimation in proportion as the people is undeveloped. Probably no man within the past generation in America has known the 10,000,000 of colored Americans better than Doctor Curry, and could his attitude of kindly and careful observation of the absolute condition of this people be assumed in every section, it would do more to solve the so-called "race problem" than all the legislation which has hitherto been applied to its solution.

His decision, as set forth in this remarkable treatise, is summed up in the sensible conclusion that the experiment of so-called reconstruction, without inquiring into its immediate antecedents, was a mistake which will be of inestimable value in the future dealing of the Republic in conferring the right of suffrage which lifts every voter to the double and perilous relation of sovereign citizenship. But he realizes that the present illiteracy of the white contingent in the South is an even greater peril, being the "remainder of wrath" at the end of the thousand years training of this masterful race.

Doctor Curry fully appreciates the great service rendered by the northern movement in the training in the elements of a Christian civilization of great numbers of these young people, the getting on the ground the people's common school, and the development of a remarkable group of several thousand youths into the natural leaders of the millions beneath. In the establishment of Hampton, Tuskegee, and the State Agricultural and Mechanical Institutions, largely coeducational, with their blending of a thorough elementary and secondary schooling and industrial training, he hailed the appearance of the true university for the masses of these people. He also gave all praise to the South, which in 1899 had enrolled

1,511,618 of an estimated number of 2,900,000 negro children, and for the public expenditure from State revenues to these children, from 1870 to 1901, of \$117,000,000.

Well does he say, in conclusion, "Many people seem unwilling to recognize the great fact, the most important fact in our history, that these children can be reached only through the public, State-established, State-controlled, State-supported schools, and that 'free schools for all the people,' the education of the illiterate here within our own ancient territorial limits, at our own doors, is the paramount issue, overshadowing all other questions, domestic or foreign, which can be presented to or acted upon by our people." He closes this essay by "venturing to commend to the President and the American Congress a thorough and exhaustive and impartial consideration of a question affecting seriously every possible interest of the country." He also suggests, "Would it not be possible, with State or city aid, to establish and maintain as a model, in every State or even county, a professional school which should combine teacher training, industrial training, and kindergarten work, where better ideas of home life, the only basis of all true elevation, of personal purity, of morality in everything done, desired, or thought, of healthy manliness and womanliness, of right living by the light of personal and social duty as taught in the New Testament, of thrift, of sanitation, might be inculcated?"

(8) In the closing portion of his history of the Peabody education fund Doctor Curry condenses in five pages the argument for national aid to education, with the action of the Peabody board of trustees fully indorsed by himself in its behalf. "In 1870 half a million of voters in the South from illiteracy were notoriously incompetent to the intelligent discharge of public duties. Two millions of children in these States were without the means of instruction. During the decade from 1860 to 1870 the aggregate of values in these States had decreased \$1,872,284,724. For all this the nation was responsible to the extent that the conferring of unlimited suffrage upon the freedmen was a direct act of Congress." Mr. Winthrop declared: "Slavery is but half abolished, emancipation is but half completed while millions of freedmen with votes in their hands are left without education." As early as 1879 Doctor Sears had urged the imperative necessity and obligation of national aid, and at the suggestion of Hon. A. H. H. Stuart, of Virginia, a committee, consisting of himself, Chief Justice Waite, and Hon. William M. Evarts, was appointed for its consideration. The report of Chairman Stuart, as revised by his colleagues, is declared by Doctor Curry "a distinguished State paper." In 1880 Doctor Sears urged that the board meet in Washington "to exert an influence on Congress in favor of helping the Southern States educate their colored population." Ex-Presidents Grant and Hayes had strong convictions in favor of such action. The board in 1883 renewed its petition, and, at its request, the general agent presented it to both Houses of Congress, furnished every Member a copy, and, by invitation of the House Committee on Education, appeared twice before it to indorse the petition.

During the ten years of the discussion of the bill presented by Senator Henry W. Blair, of New Hampshire, supported by 17 of the 23 Senators from the ex-Confederate States and three times passed by the Senate, Doctor Curry was indefatigable in the South and North in its support. It was finally defeated by the refusal of the committee intrusted with Senate bills in the House to permit its appearance before that body, while its final defeat in the Senate was from the votes of Senators representing three of the most-favored educational States of New England and several of the Northwest. In recording the final catastrophe of its defeat, Doctor Curry comes as near the margin of bitterness as was possible for a man at once so filled with a consecrated passion for a great national necessity and so wise and discreet in the expression of the most trying disappointment of his later life.

It was reserved to Doctor Curry, as to few of our great American educational workers, to live until he could behold with his own eyes the results of his work, especially as connected with the educational funds of which he for more than twenty years was the general agent. His final promotion as consulting member of the two associations recently established, practically introducing a new revival of the people's common school, especially through the great open country of the South, though not the least of his many distinctions, came too late for any considerable effect upon their management. But as in the case of the prophet of the old time, it may be said of him, his words and his life "did not fall to the ground." The best of what he said and the wisest of all he has accomplished are now the gospel of that remarkable body of men and women who during the past thirty years have been trained in the most valuable normal university in the country. The establishment of the common school in 12 Southern States, for its 5,000,000 school population, having been effected, and its adjustment to the previous southern system of the secondary and higher type in the good time that, God willing and all men and women of good will helping, is sure to come, the original distinction of the South in the building of the nation will be renewed in the achievement of its present generation, which will bring its entire population at last on the "foundation that can not be moved"—the American system of universal education, the only reliable basis for a republican civilization.

In the last interview of the author of this essay with Doctor Curry, he declared, with his usual inspiring emphasis, that in a recent interview with Mr. Booker T. Washington they agreed in the conviction that the present system of common schools in all these States for all people was so firmly established that there was no reasonable prospect that it could be moved and every reasonable prospect of its steady improvement. Well might this man, at the end of more than half a century of his great service for his people and his country, declare: "Now lettest Thou Thy servant depart in peace, according to Thy word, for mine eyes have seen Thy salvation which Thou hast prepared before the face of all people."

To obtain a more complete impression of what was accomplished in southern education from the beginning of the Peabody education fund in 1871 to 1895, we reproduce several tables originally appearing in the reports of the Peabody and Slater funds.

Public school statistics in several Southern States.

[Figures in parentheses and across the line indicate that separate returns for white and colored were not made.]

State.	Date.	Schools.		Teachers.		Pupils.		Revenues (excluding balances).	
		White.	Colored.	White.	Colored.	White.	Colored.	State.	Local revenues (including poll taxes).
Alabama.....	1871	2,399	922	2,497	973	a 86,976	a 54,396	\$531,389	-----
Arkansas.....	1870	(2,537)	-----	(2,302)	-----	(b 107,908)	c 454,636	-----	-----
Florida.....	1870	-----	-----	-----	-----	b 8,254	b 4,524	-----	-----
Georgia.....	1870	719	97	-----	-----	b 34,558	b 5,208	d 432,283	-----
Louisiana.....	1870	(23)	-----	(524)	-----	(c 23,223)	-----	f 496,401	-----
Mississippi.....	1870	(3,450)	-----	(3,520)	-----	(a 98,600)	-----	-----	-----
North Carolina.....	1870	(1,398)	-----	(1,415)	-----	(g 29,303)	-----	e 42,862	-----
South Carolina.....	1870	(769)	-----	-----	-----	(h 30,443)	-----	h 50,000	-----
Tennessee.....	1870	(1,932)	-----	(2,141)	-----	(b 82,970)	-----	-----	-----
Texas.....	1871	(1,324)	-----	(1,578)	-----	(b 63,504)	-----	d 136,097	-----
Virginia.....	1870	-----	-----	-----	-----	(b 50,775)	-----	-----	-----
West Virginia.....	1870	(2,357)	-----	(2,405)	-----	(b 87,330)	-----	e 262,892	-----

a Enrollment.

b Number attending.

c Total amount paid to teachers.

g Estimated number in school.

h \$50,000 appropriated by legislature in addition to amount raised by poll tax.

d Total available fund, 1871.

e Amount expended—incomplete.

f Total apportionment for 1870.

Public school statistics in several Southern States.

[Figures in parentheses and across the line indicate that separate returns for white and colored were not made.]

State.	Date.	Schools.		Teachers.		Pupils.		Revenues (excluding balances).	
		White.	Colored.	White.	Colored.	White.	Colored.	State revenues. ^a	Local revenues (including poll taxes). ^a
Alabama.....	1893-94	4,459	2,248	4,412	2,196	190,305	115,709	\$415,627	\$141,431
Arkansas.....	1894-95	(65,066)		5,124	1,796	216,863	82,429	396,308	860,000
Florida.....	1893-94	1,775	629	2,151	772	59,503	37,272	100,874	445,967
		(285)		(1,045)					
Georgia.....	1894	4,941	2,727	5,398	2,898	260,084	169,404	1,238,618	375,043
Louisiana.....	1895	1,990	895	2,576	961	98,400	65,917	208,041	598,005
Mississippi.....	1894-95	3,611	2,633	4,591	3,264	162,830	187,785	698,039	401,717
North Carolina.....	1893-94	4,811	2,296	5,285	3,075	242,572	128,318	386,118	272,750
South Carolina.....	1894-95	2,421	1,631	2,606	1,869	103,729	119,292	332,698	196,491
Tennessee.....	1894-95	6,050	1,648	6,812	1,773	377,626	100,499	1,240,176	(d)
Texas.....	1894-95	67,724	62,207	10,279	2,729	463,039	123,729	1,190,485	790,615
Virginia.....	1894-95	6,065	2,243	6,211	2,081	235,533	120,453	930,548	805,025
West Virginia.....	1894-95	(c5,502)		6,036	233	210,059	7,649	318,506	1,089,197

^a For both races.^b In 1893-94.^c Number of schoolhouses.^d Not reported.*Illiteracy in twelve Southern States, 1870 and 1890.*

State.	White.						Colored.					
	1890.			1870.			1890.			1870.		
	Illiterates.		Population 10 years of age and over.	Illiterates.		Population 10 years of age and over.	Illiterates.		Population 10 years of age and over.	Illiterates.		Population 10 years of age and over.
	Number.	Per cent.		Number.	Per cent.		Number.	Per cent.		Number.	Per cent.	
Total.....	1,171,235	16	4,306,086	1,064,991	25	4,315,306	2,663,605	62	2,750,918	2,388,076	87	
Alabama.....	107,335	18.2	377,967	92,059	24.4	479,430	331,260	69.1	328,835	290,953	88.1	
Arkansas.....	93,030	16.3	256,488	64,095	25	217,454	116,655	53.6	85,249	69,244	81.2	
Florida.....	18,516	11.3	68,371	18,904	27.6	119,084	60,204	50.6	62,748	52,899	84.1	
Georgia.....	114,691	16.3	462,718	124,939	27	600,623	404,015	67.3	373,211	343,654	92.1	
Louisiana.....	80,939	20.1	264,053	50,749	19.2	392,642	283,245	72.1	262,359	225,409	85.9	
Mississippi.....	45,735	11.9	276,132	48,028	17.4	516,929	314,558	60.9	305,074	263,282	87	
North Carolina.....	173,722	23	497,132	166,397	33.5	392,589	255,981	60.1	272,497	231,253	84.8	
South Carolina.....	59,443	17.9	213,194	55,167	25.8	470,232	301,202	64.1	289,969	255,212	81.8	
Tennessee.....	172,169	17.8	665,390	178,727	26.9	309,800	167,971	54.2	225,482	185,970	82.4	
Texas.....	132,389	10.8	401,110	70,895	17.7	393,154	176,484	52.5	169,965	150,808	88.7	
Virginia.....	105,058	13.9	527,432	123,538	23.4	455,682	260,678	57.2	362,624	322,355	88.9	
West Virginia.....	68,188	13	235,519	71,493	24.2	24,737	10,992	44.4	12,905	9,967	77.4	

Percentage of total illiteracy in 1890: Alabama, 41; Arkansas, 26.6; Florida, 27.8; Georgia, 39.8; Louisiana, 45.8; Mississippi, 49; North Carolina, 35.7; South Carolina, 45; Tennessee, 26.5; Texas, 19.7; Virginia, 30.2; West Virginia, 14.4.

Percentage of white and colored illiteracy according to the census of 1900: Alabama, white 14.7, colored 57.4; Arkansas, white 11.5, colored 43.0; Florida, white 8.9, colored 38.5; Georgia, white 11.9, colored 52.3; Louisiana, white 18.4, colored 61.1; Mississippi, white 8.0, colored 49.1; North Carolina, white 19.4, colored 47.5; South Carolina, white 13.5, colored 52.8; Tennessee, white 14.1, colored 41.6; Texas, white 8.5, colored 38.2; Virginia, white 11.1, colored 44.6; West Virginia, white 10.3, colored 32.3.

PEABODY EDUCATION FUND.

Tabular statement of the distribution of the income from the year 1868 to September 30, 1897.

Year.	Alabama.	Arkansas.	Florida.	Georgia.	Louisiana.	Mississippi.	North Carolina.	South Carolina.
1868	\$1,000.00			\$8,562	\$8,700	\$1,338	\$2,700	\$3,350
1869	5,700.00	\$4,300	\$1,850	9,000	10,500	9,000	6,350	7,600
1870	5,950.00	11,050	6,950	6,000	5,000	5,600	7,650	2,950
1871	5,800.00	9,200	6,550	3,800	12,400	3,250	8,950	2,300
1872	9,900.00	12,250	6,200	6,000	11,500	4,550	8,250	500
1873	6,000.00	11,400	7,700	13,750		6,800	9,750	1,500
1874	9,700.00	3,600	9,900	6,500	2,750	6,700	14,300	200
1875	2,200.00	1,500	1,800	9,750	1,000	5,400	16,900	100
1876	5,500.00	1,000	1,000	3,700	2,000	9,950	8,050	4,150
1877	4,600.00	6,800	5,900	4,700	3,000	5,990	5,100	4,400
1878	800.00	5,900	3,200	5,400	4,750	500	4,100	2,250
1879	2,800.00	8,250	2,600	4,400	7,000	2,600	6,900	5,000
1880	350.00	3,000	1,000	1,300	4,100	3,600	2,450	1,300
1881	1,090.00	2,500	300	1,600	4,200	1,400	3,335	2,000
1882	3,110.00	3,300	1,900	4,390	3,400	1,400	4,900	3,800
1883	3,700.00	2,800	1,925	3,550	1,700	1,900	6,150	4,075
1884	3,900.00	2,000	1,100	2,500	800	1,400	3,900	2,750
1885	3,800.00	1,500	1,500	2,000	2,800		3,200	4,400
1886	6,900.50	3,300		2,500	4,000		4,400	11,400
1887	3,500.00	2,400		2,000	4,000		3,000	5,500
1888	4,200.00	1,500		1,200	2,500		1,000	6,000
1889	7,800.00	2,000		1,853	4,500		4,050	7,947
1890	5,700.00	2,400		2,026	4,700		3,750	8,900
1891	7,900.00	3,000		3,600	5,300		5,000	7,650
1892	7,000.00	6,000		4,200	5,500		6,000	7,000
1893	5,200.00	7,000	1,400	4,250	4,150	2,500	4,600	3,800
1894	4,900.00	3,800	1,400	2,000	3,650	3,000	3,750	3,800
1895	4,100.00	2,750	1,000	2,300	3,200	3,000	3,500	3,700
1896	7,500.00	3,300	1,000	4,700	3,800	4,000	5,700	5,019
1897	5,400.00	1,800	1,200	5,050	4,300	3,000	5,300	5,700
Total	146,000.59	129,100	67,375	132,531	135,200	86,878	173,015	129,441

Year.	Texas.	Tennessee.	Virginia.	West Virginia.	Normal College, Nashville.	Scholarships, Normal College, Nashville.	Total.
1868		\$4,800	\$4,750.00				\$35,400.00
1869		11,900	12,700.00	\$10,900			90,000.00
1870	\$1,000	15,050	10,300.00	13,000			90,500.00
1871		22,650	15,950.00	9,150			100,000.00
1872		23,250	20,700.00	17,900			130,000.00
1873		27,800	36,400.00	15,750			136,850.00
1874	1,000	53,100	31,750.00	15,100			134,600.00
1875	1,350	24,150	23,350.00	10,500	\$3,000.00		101,000.00
1876	4,450	7,100	17,800.00	8,600	3,000.00		76,300.00
1877	7,150	7,050	17,850.00	6,810	15,000.00	\$1,900.00	95,750.00
1878	8,050	4,100	13,450.00	5,100	5,000.00	1,900.00	64,500.00
1879	9,000	3,100	8,850.00	4,000	11,000.00	12,300.00	87,800.00
1880	15,250	1,900	5,700.00	3,000	13,000.00	10,400.00	66,350.00
1881	9,050	2,500	4,150.00	2,000	4,000.00	25,975.00	64,100.00
1882	14,950	3,800	2,059.41	2,350	8,000.00	16,150.00	73,509.41
1883	12,600	3,400	2,625.00	2,550	9,500.00	20,700.00	77,125.00
1884	5,500	1,750	4,000.00	2,000	9,900.00	21,200.00	62,700.00
1885	4,500	1,700	4,565.00	2,000	10,100.00	20,970.00	63,065.00
1886	2,500	1,200	6,000.00	3,800	10,000.00	18,500.00	74,500.59
1887	2,500	1,200	4,500.00	3,000	10,500.00	24,300.00	66,400.00
1888	1,500	1,200	2,000.00	1,500	7,800.00	17,800.00	49,200.00
1889	2,600	1,000	5,200.00	2,800	10,950.00	26,450.00	77,150.00
1890	6,500	1,600	4,500.00	3,900	28,250.00	21,474.00	93,100.00
1891	5,774	2,000	5,800.00	3,500	14,350.00	23,726.00	87,600.00
1892	6,500	2,000	7,000.00	3,600	14,000.00	23,600.00	92,400.00
1893	4,500	2,000	4,700.00	3,400	13,200.00	26,450.00	87,150.00
1894	3,750	2,000	4,550.00	3,000	11,600.00	25,188.25	76,388.25
1895	3,500	1,200	4,050.00	2,250	20,300.00	35,131.73	89,981.73
1896	4,000	1,200	5,400.00	3,400	6,212.25	19,008.21	74,239.46
1897	4,500	1,200	5,300.00	2,650	9,900.00	5,567.69	60,567.69
Total	141,974	216,300	305,949.41	167,510	248,562.25	393,600.88	2,478,527.13

The original gift of John F. Slater to the cause of negro education (\$1,000,000 in 1882) by wise investment had reached in 1900 the sum of \$1,500,000. The expenditure for schools meanwhile had amounted to \$650,000.

IV.—EDUCATION IN THE SOUTHERN STATES.

BY THE HON. J. L. M. CURRY.

[An address before the educational conference at Capon Springs, W. Va., June 22, 1890.]

I have been requested to present a survey of the educational field of the South. This must necessarily be rapid and imperfect. The starting point is the war between the States, which resulted in the most gigantic revolution of modern time—the emancipation of slaves, the disorganization of the entire labor system of the South, the reversal of traditions, habits, and institutions, the impoverishment of the South, and the addition to the voting population of a large mass of people who, recently in bondage, were suddenly transformed by act of the United States into a body of citizens having the highest privileges and prerogatives. Few people can realize—no one outside the limits of the Confederate States—how utterly transformed everything was, what an upheaval, overthrow of cherished convictions, of habits of life, of social and political environments, and destruction of property. When the surrender of the armies under Lee and Johnston occurred there came the necessary duty of rehabilitation, of setting houses, churches, schools, and government in order for the new and the strange life. During the war, through the Freedmen's Bureau and a few religious organizations, efforts, partial and local, were begun toward giving some education to those who were within the Union lines. This noble and proper effort was often in the hands of fanatical men and women ignorant of negro peculiarities, inexperienced as to methods of teaching, full of self-conceit, and possessed of a fatal facility of rubbing the fur the wrong way.

It must be borne in mind that under the ancient régime no public school system providing universal education existed at the South. There was no system adequate even to the education at public expense of the white youth. Our peculiar social system forbade the education of the negroes. That obviously would have been impossible and dangerous. In the course of a few years systems for both races were established. The difficulties were very great. Population was sparse, roads were bad, schoolhouses did not exist, there was an absolute want of acquaintance with the machinery of public schools, no sufficient supply of competent teachers was to be had, and weighing down all spirit of hopeful progress was the dreary poverty of the taxpayer. It is impossible for those living north of Mason and Dixon's line to realize how universal and crushing was the bankruptcy of the South after Appomattox. In 1861 the real and personal property of Georgia was valued at \$661,000,000. At the close of the war \$121,000,000 were left. *Ex uno disce omnes*. Superadd the horrors of reconstruction, its robberies, insults, corruptions, incompetency of officials, and the deliberate attempt to put the white people in subjection to the negroes.

Despite the environments and the hopelessness of the outlook, there were a few who felt that the salvation of the South, the recovery of its lost prestige, depended on universal education. They felt that no better service could be rendered to the country and the great problem which embarrassed or darkened action than a scheme of applying systems, tried and known elsewhere, to the renaissance of the South. Therefore, with hope and courage amid the gloom of disappointment and poverty and despair, the pressure of adverse circumstances, and the struggle for subsistence, they advocated and secured the incorporation into organic law of general education as the only measure which promised to lift up the lately servile race and restore the white people to their former prosperity. They persevered in their efforts, until now, in view of the magnificent results achieved, we can set up our Ebenezers. Every State in the South has State-established, State-controlled, State-supported schools for both races, without legal discrimination as to benefits conferred. About \$100,000,000, drawn very largely from the taxation of the white

people, have been given for negro education, and 1,250,000 negro children are enrolled in the schools. Nothing in the history of civilization is comparable to this sublime self-denial and this work of enlarged patriotism.

When the Government emancipated the negroes there was an imperative resulting obligation to prepare them for citizenship and freedom, but the Government has persistently and cruelly refused to give one cent of aid to this indispensable work. Along with what the States have done, northern religious societies and some benevolent men and women have given liberally for the education of the negroes, and such institutions as Hampton, Tuskegee, Spelman, Tougaloo, Claflin, Shaw, St. Augustine, and others have done most valuable service in preparing the negroes for their changed condition. These schools, however valuable the work done by them, reach not more than 30,000 pupils, and if all these turned out well, what are they among so many? Every southern man or woman is profoundly grateful for what northern people have done for the education of the negroes—for making coequal citizenship of the two races in the same territory an endurable possibility. The public free schools are the colleges of the people; they are the nurseries of freedom; their establishment and efficiency are the paramount duty of a republic. The education of children is the most legitimate object of taxation. Eighty-five or 90 per cent of the children will never know any education as given by schools except what they obtain in free State schools. It is not, therefore, a question of relative worth of different methods, but of education at all.

It must not be supposed that because prior to the war the Southern States had no systems of public schools for universal education they were negligent of the duty of supplying a large number of the white population with instruction of the highest order. It may surprise some of the audience to learn that by the census of 1860, when the North had a population of 19,000,000 and the South had 8,000,000, the North had 205 colleges, 1,407 professors, and 29,044 students; the South had 262 colleges, 1,488 professors, and 27,055 students; the North expended for colleges per annum \$1,514,688 and for academies \$4,663,749, while the South expended for colleges \$1,662,419 and for academies \$4,328,127. Besides these, in nearly every State were denominational colleges, and I make bold to say that the education furnished, according to the then existing courses of study, was in all respects equal to that furnished elsewhere. Webster once exclaimed of Massachusetts: "There she is—she speaks for herself!" With equal boastfulness the South may say of the results of the education furnished: "There are her men—they speak for themselves!" What portion of the world can surpass our Marshall and Taney, Washington, Jefferson, Madison, Henry, Rutledge, Pinckneys, Calhoun, Clay, and scores of others? Obliterate from our history what those men have achieved, and how barren it would be!

It need hardly be said that our institutions of learning shared in the universal poverty which swept over our land. The colleges in some cases were used as barracks and hospitals for the soldiers. Libraries and apparatus were removed or destroyed, and in some instances there has been a weary waiting for compensation after proof, clear and full, leaving no loop to hang a doubt upon. Buildings for dormitories and science halls, very much needed to meet pressing demands, are not finished for want of funds. Professors, faithful and scholarly, are poorly paid. Most pathetic calls from young men and young women hungry for education are heard, and yet they must be turned away in the absence of scholarships and endowments. Some single colored schools have a larger annual income and expend more for running expenses than any university except Johns Hopkins, and as much as the combined outlay of four or five white colleges. The white institutions at the South have had no help from the generosity of the North except what one family has given to the Vanderbilt and the University of Virginia has received from the estate of Fayerweather. Is there any wonder that southern

colleges can not compare or compete with Harvard, Yale, Cornell, Princeton, or Chicago, with their plethoric millions?

From the Bureau of Education I gather that the northern colleges have in productive funds \$102,721,451, while the South, exclusive of the District of Columbia, reports \$15,741,000. In the North there are 23 institutions with an annual income of from \$100,000 to \$200,000, while in the South there are only 13. The North has 3 colleges with an annual income of from \$400,000 to \$500,000 and 3 with an income of from \$700,000 to \$800,000, while in that favored class the South has not one. No wonder that in the northern press, the greatest civilizing force of the times, while columns are given to interesting accounts of what higher institutions are doing and receiving, there is scarcely a mention of work done or help received by the struggling colleges of the South.

I shall not stultify myself by any fresh argument in favor of negro education, but I must be pardoned for emphasizing the fact that there is greater need for the education of the other race. The white people are to be the leaders, to take the initiative, to have the directive control in all matters pertaining to civilization and the highest interests of our beloved land. History demonstrates that the Caucasian will rule. He ought to rule. He made our Constitution; he achieved our independence; he is identified with all the true progress, all high civilization, and if true to his mission, while developing his own capabilities, he will lead out and on other races as far and as fast as their good and their possibilities will justify. This white supremacy does not mean hostility to the negro, but friendship for him. On the intelligent and more refined class of the white people the negroes have been compelled to rely heretofore for the educational advantages which they possess, and on them in the future they must depend to prevent a widening of the breach between the races and to bring about their higher advancement. It is hopeless to think of the small number of educated negroes protecting themselves against wrongs unless there be men and women cultured, courageous, broad minded to correct, elevate, and lead public opinion. Some wild enthusiasts of the negro race, some purblind fanatics of the white race, may expect or desire subordination or inferiority of the white people, but that is the crazy dream of a kind of racial cosmopolitanism or fusion which portends loss of national unity and is the forerunner of decay.

Much has been said—too much can not be said—of the negro problem. It does not “down” at any man’s bidding. It is a living, ever-present, all-pervasive, apparently irremovable fact. Its solution baffles statesmanship and philanthropy. Education—moral, intellectual, industrial, civic—should be persistently, generously furnished, but, if universal, is slow in its results and while immensely beneficial does not settle irreconcilable racial antagonisms, and it leaves two heterogeneous, unassimilable peoples as coequal citizens with growing cleavage in the same territory. Preachers, sociologists, humanitarians, with their altruistic speculations, may from a safe distance pooh-pooh the problem, but there it is, and there it will remain.

Recent tragic occurrences at the South are not the gravamen of the problem. They are horrifying, but are incidents. The unmentionable atrocities, filling the timid with direful apprehensions, are committed by a few brutes, who, slaves to appetites, have had their moral perceptions, if discernible at all, blunted by undeveloped intellects, low companionship, descent from depraved mothers, fiery intoxicants, and certainly are far below the average and have not the sympathy and approval of their race. It needs no argument that the more debased, the less self-reliant, the more unskilled, the more thriftless, and unemployed the race or any portion of it is, the more dangerous it will be, the less desirable as inhabitant, as laborer, as citizen, as voter. Plato said a man not sufficiently or properly trained is the most savage animal on earth. Nothing can be more illogical, more

indefensible, more unjust, more cruel, more harmful to both races than to hold the negroes responsible for the outrages of a few of their race. Besides, these crimes hardly enter into the problem, which is not one of criminology or vengeance, but exceeding in magnitude and gravity any now existing in a civilized country, and demanding patience, wisdom, statesmanship, justice, charity of the best of the land.

It is sometimes said that we must rely exclusively on universities to furnish the means of meeting social and civil questions, and for leading a community or nation out of darkness into light, out of bondage into freedom. Such is not my reading of history. Art grew out of handicraft. The revival of real art came from a new beginning among humble craftsmen and hard-working artisans. Political reforms for amelioration of the condition of the masses have been achieved with unrelenting opposition of those in power and in high places who are on the catalogues of universities. It is an interesting fact, says President Harper, that all the great religious truths were worked out in the popular mind before they were formulated by the thinkers. Nearly every step in throwing off the tyrannies of church establishments and winning freedom of worship has been taken with the bitter, insulting, unforgiving hostility of those who boasted of their social and intellectual superiority. Exceptions honorable there have been, but the truth remains that not all of the advancements of the race have been due to those who have had the advantages of highest instruction. It is upon the condition of the great masses of the people, and not upon the elevation and welfare of a limited and privileged class, that we must mainly rely for the stability of our free institutions and for the permanent maintenance of public order.

Far be it from me to underrate the utility of these institutions which are monuments to the dignity and worth of the human mind, exert a conservative influence on society, furnish, through the vigilance of the wise, safeguards of freedom, and are essential to our safety and well-being at home and to our honor abroad. Napoleon melted the cannon captured at Austerlitz to build a monument to signalize his martial exploits. It would have been better to have built a university, for Sedan was the triumph of German universities and of science applied to war. My contention is that our main dependence as a republic is on the capacity and integrity of our general citizenship, and the importance of the trust demands the use and improvement of every educational agency from kindergarten to university. Ours is a federal, democratic, constitutional, representative Republic, and individual liberty is greater and can be safely intrusted in proportion as people rise in the scale of virtue, intelligence, patriotism, and in acquaintance with the nature and ends of free government. When a people are ignorant, superstitious, debased, corrupt, purchasable, the prey of demagogues and adventurers, the slaves of prejudice and passion, individual liberty is less and less until it becomes extinct and despotism is a necessity. Our American Republic, which we love, is the guardian of the holiest trust ever committed to a people.

There are grave questions growing out of our late and present wars against Spain and the Philippines, our relations with half-civilized islanders, which are not to be considered in this conference. There are other questions, home and internal, which thrust themselves upon our thoughts and demand wise consideration and the fullest education of every citizen. When all are properly educated we shall not then have too much wisdom for meeting the perils which menace our institutions. The masses, always representing the lowest parts of society, must have general instruction and some familiarity with the rights and duties of ordinary citizenship. Perhaps the most mischievous error in the public mind is the misapprehension of liberty and of democracy. Liberty is to be blended inseparably with the Government, harmonized with its forms, be made subordinate to its ends, for the correlative of liberty is lawful authority. Freedom consists in keeping

within lawful limits and rules, and anything except that is not freedom, but license—in fact, servitude of the most abject type.

It is a pestiferous error, largely accepted, that the people have an inherent right to rule, independent of forms and rules and constitutional restrictions. Lincoln, in homely language, said that ours was a government of the people, for the people, by the people. This means the rule of the people through an organized government, through legal and orderly administration. How shall the people rule? When is their voice authoritative? Certainly not whenever, wherever, or however expressed; not by the spontaneous utterance of a promiscuous assembly; not by the will of a frenzied mob. The voice of every man, woman, and child in the United States is not law unless that voice has been collected and formulated according to prescribed methods and forms. Such a claim is the very opposite of our representative Republic. Neither a majority nor unanimity vote can justify the assumption of legislative and executive functions. To be a people presupposes a state of civil society, and a voluntary assemblage has no sort of title to alter the seat of power in the society in which it ought to be the obedient and not the ruling part. This modern democracy is mobocracy—is despotism pure and simple.

The tendency is too frequent among our people for an excited, conscienceless multitude to take power into their hands. We have had examples of this in Massachusetts, New York, Philadelphia, Cleveland, Illinois, and the South. Growing largely out of this perversion and misunderstanding of the theory and functions of our Government is the frequent violation of law or the contempt of civil authority. Regarding the people as the fountain and sanction of law and authority, the slow process of prescribed forms is disregarded, and men take unto themselves the administration of law, the redress of injuries, the punishment of offenders. Human life is shown in the 10,000 annual murders to be very cheap. Whitecapism and Kukluxism and secret associations set their judgment up as better than a regularly organized civil government. Riots abound, and rights of property and obligatoriness of contracts are treated as wrongs to be summarily remedied. These offenses are not local and are as censurable in Ohio and Illinois as in Kentucky or Georgia.

It behooves good men and women everywhere in self-examination, charity toward others, in catholic patriotism, in courageous purpose to do right, in helpfulness for those less favored, to combine all influences that the Republic may come to no harm. Our history fills our hearts with exultation and pride. Its great examples, its general teachings, the splendor of its achievements, the advance in all good arts, the peace and prosperity, the open door for individual and national development, the contagiousness of the success of freedom, have made the boast of American citizenship to be more real and far more universal than that of being a Roman. These representative institutions must not perish nor be set aside as vain experiments, nor replaced by forms or realities which deny popular sovereignty and the blessings of a written constitution. We must all feel that in us and in our Republic the highest life of man is vitally and inseparably associated. Our country is the glory of earth, the hope of the oppressed of all lands, the realization of the dignity of man as man, the fulfillment of the dreams of all who have built their hopes on human capabilities and human liberty, and nothing can surpass the duty to omit no exertion of transmitting unimpaired all these blessings and hopes to those who are to come after us.

CHAPTER XII.

SECONDARY EDUCATION.

By ELMER ELLSWORTH BROWN.

I. THE COLONIAL PERIOD.

THE BEGINNINGS.

The groundwork of the earlier secondary schools in the American colonies was necessarily an imitation of the secondary schools of Europe. Since the most of the colonists came from England, the schools most generally imitated were the old English grammar schools. Two sets of influences were at work, however, modifying the English type in the English colonies. These were the stress of the strange environment of pioneer life and the strain of conscious protest against the old institutions of Europe which many of the colonists had brought with them.

Land was plenty and money was scarce in the colonies. The population was scattered over wide stretches of territory, even in the more thickly settled regions. Broadly speaking, this dispersion of the people was less marked in New England and increased as one moved southward. The immigration of the seventeenth century brought with it many idealists, highly educated men, of great influence in public affairs, with whom the educational and religious upbuilding of communities was a prime consideration. But the great body of the colonists early settled down to the one all-absorbing and overshadowing occupation—the conquest of the wilderness. To overcome or civilize the red men, to subdue the more obstinate opposition of natural forces, to accumulate the wealth which should render a higher civilization possible, these were the first concern. One purpose often put forward in the establishment of early schools and colleges was the Christianizing of the native Indians. The chief business of the schools, however, was to hold the gains of civilization and prevent the pioneer colonists from relapsing into barbarism. It was, “that learning may not be buried in the grave of our fathers,” as the general court of Massachusetts declared.

THE CHARACTER OF THE SCHOOLS.

In the stricter usage of the time, the grammar schools were bound up with the life of the colleges, though wholly separate from them as regards administration. Our colonial colleges came in three groups or movements. Harvard, 1636, stands by itself, far removed from all others in point of time. William and Mary, 1693, and Yale, 1701, belong to the second great movement in the higher life of the colonies. The others, beginning with Princeton, 1746, grew out of the intense spiritual strivings of the later colonial period. All of these exercised a great influence in the domain of secondary instruction.

The grammar school, being distinctly preparatory to the college, was intended primarily for students who were fitting themselves for a professional or a governmental career. Many boys, however, were sent to the grammar schools who could not hope for one of these higher careers. Such was the strength of educational tradition that they were commonly put through the same course of classical instruction as those who were preparing for college. The educational functions assigned to the school were narrowly literary. Such commercial subjects as writing, arithmetic, and casting accounts were sometimes taught in a separate school, sometimes by a

writing master attached to a grammar school, sometimes by the grammar master himself. In the later colonial period it was no uncommon thing to have such subjects taught in a school intended mainly as a Latin school. Even surveying and navigation were sometimes taught in such schools. On the other hand, the grammar master often found himself compelled to devote the greater part of his time to beginners, struggling with their *a, b, c*, and primer.

CLASSICAL STUDIES.

Inasmuch as the substantial core of the studies of the grammar schools was made up of the subjects required for college matriculation, we can best get at their courses of instruction by examining the admission requirements of the colonial colleges.^a The requirement at Harvard College in 1642 was simply the ability "to read Tully or such like classical Latin author *ex tempore*, and make and speak true Latin in verse and prose, *suo* (ut aiunt) *Marte*, and decline perfectly the paradigms of nouns and verbs in the Greek tongue." This requirement was probably varied slightly in the actual practice of the college from time to time, but it continued unchanged, so far as the formal prescription was concerned, until 1734. The laws of the college promulgated in the year last named make only slight changes in this time-honored regulation. Vergil and a knowledge of the rules of prosody might be substituted for skill in making Latin verse. In addition to a knowledge of the Greek paradigms, these laws demanded the ability "to read, construe, and parse ordinary Greek, as in the New Testament, Isocrates, or such like." The grammar school of William and Mary College, according to the statutes of 1727, prepared boys for admission to the college by taking them through a course of four years in Latin, together with two years in Greek. The grammars and classic authors prescribed were "the same books which by law or custom are used in the schools of England." The requirements at Yale until 1745 were substantially the same as those at Harvard. Then the significant addition of "common arithmetic" was made. At King's College (Columbia) the laws adopted in 1755 provided for the admission of "such as can read the first three of Tully's select orations and the three first books of Virgil's *Æneid* into English, and the ten first chapters of St. John's gospel in Greek into Latin, and such as are well versed in all the rules of Clark's introduction, so as to make true grammatical Latin, and are expert in arithmetic so far as the rule of reduction." These rules were altered in 1785, making the prescription include *Cæsar's* Commentaries, the four orations against Catiline, the first four books of the *Æneid*, the gospels in Greek, and the four fundamental rules of arithmetic, with the "rule of three."

We get some glimpse of the way colonial college requirements were met by colonial grammar schools in the history of the Boston Latin School.

COURSE OF STUDY OF THE BOSTON LATIN SCHOOL JUST BEFORE THE REVOLUTION.

[No regular curriculum of the school has come down to us from the colonial period. What follows is arranged from the published reminiscences of old-time pupils, and chiefly from those of Harrison Gray Otis, who entered the school in 1773.]

The pupils entered at the age of 7, having already learned to read English.

First year:

- Cheever's *Accidence*.
- "A small *Nomenclature*."
- Corderius's *Colloquies*.

Second year:

- Æsop's Fables*.
- Eutropius.
- Ward's Lilly's grammar.

Third year:

- Eutropius and grammar continued.
- Clarke's Introduction to writing Latin.

During these three years the pupils spent the hour from 11 to 12 each day in a writing school, in which arithmetic was studied as far as the "rule of three" (simple proportion).

^aThis inquiry has been made recently by Dr. Edwin C. Broome, who has embodied his results in a valuable monograph. See bibliographical notes.

Fourth year:

Subjects of the third year continued.

Cæsar's Commentaries.

"Making Latin."

Fifth year:

Tully's Orations.

"Making Latin."

Sixth year:

The first books of Vergil's *Æneid* with Trappe's and Dryden's translation.

"Making Latin."

Ward's Greek grammar.

Greek Testament with Beza's Latin translation.

Seventh year:

Horæe.

Latin verse composition with the *Gradus ad Parnassum*.

Five or six books of Homer's *Iliad* with Clarke's translation.

[Ovid's *Metamorphoses*, Vergil's *Georgics*, and something of Xenophon were read by some classes.]

COLONIAL SCHOOL SYSTEMS.

Four of the colonies—Massachusetts, Connecticut, New Hampshire, and Maryland—had each made provision before the end of the seventeenth century for a general colonial system of grammar schools. The Massachusetts act, 1647, provided for the appointment of a master to teach reading and writing in every township of fifty families; and a master of a grammar school in which youth might be fitted for the university in every township of one hundred families. The master's salary might be paid by the parents of the children attending the school or drawn from the township treasury, as the local authorities should determine. The Connecticut law followed pretty closely the terms of this enactment, but in 1672 the provision for a grammar school in each of the larger townships of this colony was changed to a provision for one in each county. The New Hampshire law followed faithfully the lines laid down by Massachusetts. Maryland undertook to establish a system of county grammar schools, but it was not until after the passage of the act of 1723 that this system was fairly inaugurated.

All four of these colonial systems are significant because of the advanced ground taken in each case by the civil authorities in a matter which had been hitherto so largely under ecclesiastical control. In the acts of the three New England colonies the obligation to support schools was imposed on the several towns in their civil capacity. The religious purpose was indeed pushed to the front, but the schools were to be under civil control. In the Maryland act a self-perpetuating board of trustees was erected for each of the several county schools. Provision was made for keeping these schools in close relations with the Church of England. In both New England and Maryland colonial subsidies were granted to some of these schools. These were mainly land grants in the northern colonies and the income of various colonial imposts in Maryland. In some of the other colonies there were interesting legislative enactments from time to time relating to secondary education—in Pennsylvania, in New York, in South Carolina—but in none of these was any general system of secondary schools brought into existence.

PARTIAL LIST OF COLONIAL GRAMMAR SCHOOLS, AND OF OTHER COLONIAL SCHOOLS WHICH ARE NOW OF SECONDARY GRADE.

NEW YORK (CITY). The School of the Reformed Dutch Church, established 1633. An elementary school in colonial times, its course was gradually extended to cover the secondary grade of instruction. Now known as the Collegiate School.

[DUNSHEE, HENRY W.] *History of the school of the Collegiate Reformed Dutch Church* . . . Second edition. New York, 1883, pp. 20+284.

BOSTON, MASSACHUSETTS. Free school, voted in town meeting 1635, opened 1635 or 1636, known now and for more than a century as the Boston Latin School.

Catalogue of the Boston Latin School . . . with an historical sketch prepared by HENRY F. JENKS. Boston, Published by the Boston Latin School Association, 1886, pp. 6+139+8+398.

DORCHESTER, MASSACHUSETTS. School, voted in town meeting 1639. In the early days the master taught Latin. It is now and has long been a public elementary school.

Dorchester celebration. 250th anniversary of the establishment of the first public school in Dorchester . . . Boston, 1890, pp. 77.

ELIZABETH COUNTY, VIRGINIA. Syms Free School, endowed by bequest made in 1635, confirmed by act of the Virginia assembly 1643. Eaton School, endowed by private gift, probably before 1646. The two endowments have been consolidated and the income goes to the support of the Hampton high school.

Articles on *Education in colonial Virginia*, in *William and Mary College Quarterly Historical Magazine*, vols. 5 and 6, 1897 and 1898.

[Several other colonial schools are mentioned in these articles.]

ROXBURY, MASSACHUSETTS. Free school, founded 1645, possibly not opened till 1650, now known as the Roxbury Latin School. Not under public control.

DILLAWAY, C. K. *A history of the grammar school or, "The free schoole of 1645 in Roxburie"* . . . Roxbury, 1860, pp. 202.

NEW HAVEN, CONNECTICUT. Hopkins Grammar School, opened 1664, and still conducted under the same name. It had predecessors in New Haven as far back as 1642, and probably earlier.

BACON, LEONARD WOOLSEY. *An historical discourse on the two-hundredth anniversary of the founding of the Hopkins Grammar School.* New Haven, 1863, pp. 64.

HARTFORD, CONNECTICUT. Hopkins School, opened 1665. The town had maintained a school as early as 1642, possibly earlier. The school established on the Hopkins foundation probably taught mostly elementary studies during the colonial period; it was incorporated and became an academy in 1798; in 1847 it was merged in a public high school, the income from the Hopkins endowment being used for the support of a classical teacher in that school.

STEINER, BERNARD C. *The history of education in Connecticut.* Washington, 1893 (pp. 300), chaps. 1, 2, and 4.

[Some account of schools in other county towns of Connecticut—New Haven, New London, and Fairfield—and several other schools, is given, *loc. cit.*]

HADLEY, MASSACHUSETTS. Hopkins Grammar School, made beneficiary of Hopkins fund 1669. The town had supported a school from 1665. It became Hopkins Academy in 1816, and is still conducted under that name.

History of the Hopkins fund, grammar school and academy, in Hadley, Mass. . . . Amherst, Mass., 1890, pp. 198.

[Mr. Walter H. Small concludes from an extended investigation that in New England "in two generations twenty-six grammar schools were surely begun—seven, perhaps, and one was attempted, but lacked popular support." *The School Review*, v. 10, p. 530, September, 1902.]

PHILADELPHIA, PENNSYLVANIA. Public grammar school, opened 1689, incorporated four times, the last charter being granted by William Penn in 1711. Still flourishing, and known as the William Penn Charter School.

WICKERSHAM, JAMES PYLE. *A history of education in Pennsylvania . . . Lancaster, Pa., 1886* (pp. 23+683), pp. 41-50.

[Other colonial schools of Pennsylvania are mentioned in this history.]

ANNAPOLIS, MARYLAND. King William's School, established in accordance with an act of the colonial legislature 1696. Merged in St. John's College 1785.

STEINER, BERNARD C. *History of education in Maryland.* Washington, 1894 (pp. 331), chaps. 1 and 2.

[Some account of fourteen other county grammar schools of the province of Maryland appears in the same chapters.]

NEW YORK (CITY). Trinity School, opened as an elementary school under the auspices of the Society for the Propagation of the Gospel 1709. It became the school of Trinity Church after the Revolution, was incorporated by the legislature in 1806, in 1827 was enlarged and made to include the studies of a secondary school, and is still flourishing.

One hundred and fiftieth anniversary of Trinity School. New York, 1859, pp. 24.

CHARLESTON, SOUTH CAROLINA. Free school, erected by act of the colonial legislature 1712. Also near Charleston, the Beresford Bounty School, established under provisions of the will of Richard Beresford, who died in 1722, and still conducted as a parish school (Protestant Episcopal) in the village of Cainboy.

MERIWETHER, COLYER. *History of higher education in South Carolina . . . Washington, 1888* (pp. 247), chap. 1 and appendix 2.

NESHAMINY, PENNSYLVANIA. The "Log College," established as a private school by Rev. William Tennent about 1726. It was in existence probably about twenty years. It had a numerous progeny of "log colleges" in this and other colonies.

ALEXANDER, ARCHIBALD. *Biographical sketches of the founder and alumni of the Log College . . . Princeton, N. J., 1845, pp. 369.*

NEW YORK (CITY). Public school, established by act of the provincial legislature 1732, and maintained at the expense of the province till 1738. It is said to have been continued for a time thereafter as a private school.

PRATT, DANIEL J. *Annals of public education in the State of New York. . . . Albany, 1872* (pp. 7+152), pp. 124-141.

[An account of the Dutch Latin school in this colony, 1659 to about 1672; of a Jesuit school maintained for a short time about the year 1688; and of the first free school decreed by the legislature 1702, which was open for only a short time, if at all, is given in the same work.]

NEW LONDON, PENNSYLVANIA. School of the Synod of Philadelphia, opened as a private undertaking by the Rev. Francis Alison 1741, adopted by the synod 1844. It was removed to Elkton 1752 and to Newark, Delaware, 1767, where it was incorporated two years later as the Academy of Newark.

ALEXANDER. *Op. cit.*, chap. 7.

LEBANON, CONNECTICUT. The Lebanon School, established by several joint proprietors 1743, taught by Nathan Tisdale 1749-1787.

Article on *Master Tisdale and the Lebanon School*, in the *American Journal of Education* [BARNARD'S], v. 28, pp. 793-797.

PHILADELPHIA, PENNSYLVANIA. The Academy of Philadelphia, probably opened 1749, incorporated 1753. It grew into the University of Pennsylvania.

MONTGOMERY, THOMAS HARRISON. *History of the University of Pennsylvania from its foundation to A. D. 1770*. . . Philadelphia, 1900, pp. 566.

GEORGETOWN, SOUTH CAROLINA. School of the Winyaw Indigo Society, endowed by the society 1756. The income from this endowment has been devoted since 1886 to the support of the public graded school of Georgetown.

MERIWETHER. *Loc. cit.*

[In all, fourteen grammar schools are known to have existed in South Carolina in the colonial period. *Loc. cit.*, Appendix 2.]

NAZARETH, PENNSYLVANIA. Nazareth Hall, opened as a boarding school of the Moravian Brethren 1759. It was closed during the latter part of the Revolutionary war, but was soon reopened and is still flourishing.

REICHEL, REV. LEVIN T. *A history of Nazareth Hall*. . . Philadelphia, 1855. Second ed., revised, 1869.

NEW YORK (CITY). Grammar school of King's College, established by the governors of the college 1763 (opened 1764?). It became an independent school, under the rectorship of Prof. Charles Anthon (1830?), and has continued as such to the present time.

MOORE, N. F. *An historical sketch of Columbia College*. . . New York, 1846, pp. 126.

NEWBERN, NORTH CAROLINA. The public school in Newbern, incorporated 1766.

SMITH, CHARLES LEE. *The history of education in North Carolina*. Washington, 1888 (pp. 180) pp. 40-42.

CHARLOTTE HALL, MARYLAND. Charlotte Hall School, formed 1774 by the union of three of the old county grammar schools. It is still in operation.

STEINER. *Maryland*, p. 37 ff.

CHANGES.

In the latter part of the colonial period, particularly from the seventeen-hundred-thirties on, various influences were obviously operating to transform the old grammar schools or bring about the substitution for them of schools of a different type. The hard life of our widening frontier and the growing commercialism of the older settlements were alike unfavorable to the maintenance of the classical ideal. In this country, too, as in western Europe, the growth of literature in the vernacular was slowly breaking down the monopoly of Latin as the sole custodian of higher learning. People were reading scientific and philosophical works in the English language and were demanding that such studies be made accessible in the schools to students who had not learned to approach them through the Latin tongue. Of still greater practical significance, in an age when the main support of higher education rested on the general conviction that candidates for the Christian ministry must have such education, was the demand which now arose that young men be ordained on the completion of a much briefer course of instruction. This was partly a demand on the part of those followers of Whitefield and the Wesleys who feared that the higher education would have a dampening influence on the spiritual fervor of the pulpit. It was partly a demand growing out of the necessities of the more western communities, which could with difficulty be supplied with pastors who had had a full collegiate training. Speaking still more broadly, it may be said that the influences which were making for change in the type of secondary school were the same influences which were raising the middle, commercial, and yeoman classes to self-consciousness and power. After many uncertain, half-blind efforts at the making of schools to meet the half-felt needs of the time, there emerged a fairly definite new type of secondary school, the American academy.

II. FROM THE REVOLUTION TO THE CIVIL WAR.

THE EARLY ACADEMIES.

The new institution seems to have been influenced to some extent in its earlier beginnings by parallel movements in western Europe, and particularly by the establishment of the so-called academies of the nonconformist sects in England. The "Log College" of William Tennent in Pennsylvania was an early foreshadowing of this type. The first school to be regularly incorporated as an academy seems to have been that established at Philadelphia, chiefly through the efforts of Benjamin Franklin, which grew ultimately into the University of Pennsylvania. It received its first charter in 1753. Other institutions bearing the title *academy* were established in the Middle and Southern States before or during the Revolutionary war.

The winning of independence, the establishment of the new State governments, and the formation of a National Government under the Federal Constitution were events of capital importance in our educational as well as our political history. So far as secondary education is concerned, the earlier years of our national life were marked by a great upgrowth of schools of the academy type. An influential movement in New England was initiated by the founding of the two Phillips academies, one at Andover, Mass., and the other at Exeter, N. H., in the later years of the Revolutionary war. This type of school proved equally well adapted to the very different social and economic conditions of the Southern States, and as the new west was opened up, the masters of academies followed hard after the pioneer woodsman and the pioneer preacher.

THE ACADEMY TYPE.

The type was indeed protean, but some of its more usual characteristics may be indicated in a few words. An academy was generally a secondary school, incorporated by the State but managed by a self-perpetuating board of trustees. Sometimes it was under the immediate patronage of a religious sect, but more commonly it was "nonsectarian." It was a school sometimes for boys, sometimes for girls, and sometimes coeducational. Often, but not always, it was a boarding school. Sometimes an academy, so called, was taught by a single teacher. A well-developed school of this type, however, was equipped with two or more teachers, who divided the subjects of instruction among them so as to secure some degree of specialization. The studies of the academies will be noted further on.

SOME OF THE EARLIER ACADEMIES.

CHARLOTTE, NORTH CAROLINA. Liberty Hall Academy, incorporated 1777. It began as a classical school 1767, and was for a time known as Queen's College. In 1784 it became Salisbury Academy.

SMITH. *Op. cit.*, pp. 32-36.

[Mr. SMITH mentions twenty-four other academies and "seminaries" incorporated after this in North Carolina, before the close of the eighteenth century.]

CALVERT COUNTY, MARYLAND. Lower Marlboro Academy, incorporated 1778, when it became the successor of the old Free School. It had existed for some time as a private school. From 1798 to 1821 it was merged in Charlotte Hall.

STEINER. *Maryland*, p. 39 ff.

SOMERSET COUNTY, MARYLAND. Washington Academy, incorporated 1779. It had been maintained by several joint proprietors since 1767.

STEINER. *Loc. cit.*

ANDOVER, MASSACHUSETTS. Phillips Academy, opened 1778, incorporated 1780, still flourishing.

HAMMOND, REV. C. *Phillips Academy at Andover*.

III [BARNARD'S] *American Journal of Education*, v. 30, pp. 669-776.

TAYLOR, REV. JOHN L. *A memoir of His Honor, Samuel Phillips, LL. D.* Boston, 1856, pp. 11+391.

NORTH FAIRFIELD, CONNECTICUT. The Staples Free School, incorporated 1781.

STEINER. *Connecticut*, p. 49.

EXETER, NEW HAMPSHIRE. Phillips Academy, incorporated 1781, opened 1783, still flourishing.

BELL, CHARLES H. *Phillips Exeter Academy in New Hampshire, a historical sketch.* Exeter, [N. H.], 1883, pp. 104.

CUNNINGHAM, FRANK H. *Familiar sketches of the Phillips Exeter Academy and surroundings.* Boston, 1883, pp. 14+360.

SOUTH BYFIELD, MASSACHUSETTS. Dummer Academy, opened as Dummer School 1763, incorporated 1782, still in operation.

CLEAVELAND, NEEHEMIAH. *The first century of Dummer Academy*. . . Boston, 1865, pp. 71+43.

WASHINGTON COUNTY, NORTH CAROLINA (NOW IN TENNESSEE). Martin Academy, incorporated by the legislature of North Carolina 1783. It became Washington College in 1795.

SMITH. *Op. cit.*, p. 43.

GERMANTOWN, PENNSYLVANIA. Germantown Public School, established 1760, incorporated 1784. Now known as Germantown Academy, in Philadelphia.

TRAVIS, WILLIAM. *History of Germantown Academy*. . . Philadelphia, 1882, pp. 64.

PLAINFIELD, CONNECTICUT. Plainfield Academy, organized 1770, incorporated 1784.

STEINER. *Connecticut*, p. 49.

LEICESTER, MASSACHUSETTS. Leicester Academy, incorporated and opened 1784.

WASHBURN, EMORY. *Brief sketch of the history of Leicester Academy*. Boston, 1855, pp. 7+153.

HINGHAM, MASSACHUSETTS. Derby School, incorporated under this name 1784, reincorporated as Derby Academy 1797, opened 1785, still in operation.

WALTON, GEORGE A. *Report on academies, in Fortieth annual report of the [Massachusetts] Board of Education* (pp. 174-347), p. 176.

PHILADELPHIA, PENNSYLVANIA. Protestant Episcopal Academy, founded 1735, incorporated 1787.

WICKERSHAM. *Op. cit.*, pp. 98, 379, and 484.

EAST HAMPTON, NEW YORK. Clinton Academy, incorporated 1787, closed about 1881.

HOUGH, FRANKLIN B. *Historical and statistical record of the University of the State of New York*. (Albany, 1885), pp. 413 and 604.

FLATBUSH, NEW YORK. Erasmus Hall, incorporated 1787 (now Erasmus High School, Brooklyn).

GUNNISON, WALTER B. *Erasmus Hall*. . . In *The Brooklyn Teacher*, v. 1, pp. 1-2, March, 1897.

PITTSBURG, PENNSYLVANIA. Pittsburg Academy, incorporated 1787.

WICKERSHAM. *Op. cit.*, p. 379.

NEWARK, NEW JERSEY. Newark Academy, incorporated 1792, still flourishing.

MURRAY, DAVID. *History of education in New Jersey*. Washington, 1899 (pp. 344), pp. 27 and 74.

GROTON, MASSACHUSETTS. Lawrence Academy, incorporated 1793, still in operation.

The jubilee of Lawrence Academy. New York, 1855, pp. 76.

[Mr. WALTON's *Report* mentions in all sixteen academies which were incorporated in Massachusetts in the last two decades of the eighteenth century, besides Phillips Andover, 1780. Two of these had been merged into public high schools and six had been discontinued.]

OXFORD, NEW YORK. Oxford Academy, opened 1792, incorporated 1794.

The Oxford Academy centennial. . . [Oxford], 1895.

KINGSTON, NEW YORK. Kingston Academy, incorporated 1795. It is said that the school had been established in 1774.

HOUGH. *Op. cit.*, pp. 356, 416, and 650.

[Mr. HOUGH's list contains the names of seventeen academies incorporated in New York in the last two decades of the eighteenth century. Seven of these had been discontinued, two had been merged in public high schools, and one had been merged in Hamilton College.]

YORK, PENNSYLVANIA. York Academy, incorporated 1799. It had previously existed as an academy of the Protestant Episcopal Church.

WICKERSHAM. *Op. cit.*, pp. 99, 379.

[Mr. WICKERSHAM mentions eleven academies which were incorporated in Pennsylvania in the last two decades of the eighteenth century.]

NEW SCHOOL SYSTEMS.

The academies were privately managed institutions charged with responsibility for public education of secondary grade. Some of the older grammar schools still survived, but the most of them either died or were transformed into institutions of the newer type. When the National Government was formed, it did not assume direction of educational affairs, but it did much in the way of subsidizing educational systems in the several States by grants of public lands. New State systems of education soon appeared. In some instances these systems took little account of secondary schools. There were, however, a few cases in which secondary schools seem to have received the chief consideration. In such cases we find State support and supervision, usually of a very fragmentary and imperfect kind, exercised over schools of the privately managed academy type. The system was public, secular, civil; its component members were private institutions, for the most part intensely religious in character, sometimes under ecclesiastical control.

One of the new forms of State organization showed unmistakable evidence of French influence. This was the territorial university, which embraced in one comprehensive administrative system the whole provision for the higher grades

of education within the bounds of a given State. This scheme was carried into effect in the University of the State of New York, and traces of its influence are observable in the educational history of Georgia, Louisiana, Michigan, Maryland, and a few other States. In the most of the States the legislatures merely subsidized privately managed academies with donations of land or of money, and charged them with providing for the educational needs of the people, with only loose provision or no provision at all for superintending the administration of those endowments. Such was the procedure in Maine, Pennsylvania, Tennessee, Kentucky, Wisconsin, and several other States, the several systems of which present a rich diversity of detail along with a general similarity of drift and purpose. Massachusetts continued her old provision for Latin grammar schools in the several towns, but relieved from the operation of the law all towns having less than two hundred families. Parallel with this provision for grammar schools she undertook the subsidizing by grants of public lands of a goodly number of academies, each of which was intended to provide educational facilities for a scattered population of some twenty-five or thirty thousand people.

STUDIES PURSUED IN THE ACADEMIES.

The academies were intended to offer instruction in a wider range of subjects than the old grammar schools. They were not primarily schools preparatory to college, but were intended to meet the growing desire for an education of a more advanced character than that of the elementary or district schools on the part of many young people who were not destined for the learned professions and had no expectation of going to college. This, however, tells only half of the story, for even from the beginning a large proportion of the academies also took over from the earlier schools, with but little change, the classical course which prepared the student for college.

We have already noted the general movement of college-admission requirements down to the close of the eighteenth century, when the main business of preparing boys for college was passing over to the academies. In a hundred and sixty years four slight changes had taken place. The requirement of ability to speak in Latin had been relaxed, the requirement in Greek had been somewhat advanced, arithmetic had been added, and in general the requirements were coming to be expressed in more specific, quantitative terms. Latin, Greek, and arithmetic were still the only subjects required for admission to American colleges. During the half century next following a slow but steady change was going on, which consisted mainly of an increase in the amount of work definitely prescribed within the three subjects already named and the addition of new subjects. Geography was first required at Harvard in 1807, English grammar at Princeton in 1819, algebra at Harvard in 1820, geometry at Harvard in 1824, and ancient history at both Harvard and Michigan in 1847. ^a

The course of instruction on the classical side of the academies, as in the old grammar schools, was arranged to meet these requirements. The additional studies which were offered in the academies were, some of them, such as had been taught in a more advanced way in the colleges. Some of them were such as had not been commonly taught in either the grammar schools or the colleges. Studies in English, algebra, geometry, and ancient history, after being introduced into the academies, were added by the colleges, as we have seen, to their admission requirements. Certain branches of natural science, modern languages, the history of the United States, and some forms of applied mathematics, as navigation and surveying, were among the other subjects taught in various academies. Commercial branches, too, were sometimes taught, especially bookkeeping. Much interest was aroused in

^a This list, from Doctor Broome's monograph, takes account only of the requirement for admission to the standard classical course in six of the leading institutions of the country.

courses of instruction based upon certain books of a formative sort—such as Mason on Self-knowledge and Watts's Improvement of the Mind.

Some of the newer studies were pursued by students who came to school for brief periods only, but in time they came to be pretty generally organized into collateral curriculums, parallel with the classical course already described. These parallel courses at the first were intended for students whose schooling could not be continued beyond the academy.

Studies pursued in the academies of New York in the early years of the nineteenth century.

[This table is given in Hough, *op. cit.*, p. 421.]

Studies reported.	1804.		1805.		1806.		1807.	
	Academies.	Students.	Academies.	Students.	Academies.	Students.	Academies.	Students.
Reading and writing.....	14	480	10	205	10	208	18	631
English grammar and arithmetic.....	16	429	10	228	10	312	19	649
Mathematics, bookkeeping, etc.....	12	123	7	36	7	51	15	134
Dead languages.....	15	213	9	184	10	330	18	214
Logic, rhetoric, composition, etc.....	6	101	4	48	4	38	7	97
Moral philosophy, etc.....			1	1	2	14	3	22
Natural philosophy.....			1	1	3	14	4	36
French language.....	4	38	1	1			4	16
Total number of academies and students.....	16	963	11	652	10	671	19	1,490

COURSES OF STUDY OF PHILLIPS EXETER ACADEMY, 1818.

I. Classical Department.

First year:

Adam's Latin Grammar.
 Liber Primus, or a similar work.
 Viri Romani, or Caesar's Commentaries.
 Latin prosody, exercises in reading and making Latin.
 Ancient and modern geography.
 Vergil; arithmetic.

Second year:

Vergil, arithmetic, and exercises in reading and making Latin, continued.
 Valpey's Greek Grammar.
 Roman history; Cicero's select orations.
 "Delectus;" Dalzel's Collectanea Græca Minora.
 Greek Testament; English grammar; declamation.

Third year:

The same Latin and Greek authors reviewed.
 English grammar and declamation, continued.
 Sallust; algebra.
 Exercises in Latin and English translations.
 Composition.

Fourth year (parallel with the first year of college):

Collectanea Græca Minora.
 Horace; Livy; parts of Terence.
 Excerpta Latina, "or such Latin and Greek authors as may best comport with the student's future destination."
 Algebra; geometry; elements of ancient history.
 Adam's Roman Antiquities, etc.

II. English Department.

First year:

English grammar, including exercises in reading, in parsing and analyzing, and in the correction of bad English.
 Punctuation; prosody; arithmetic; geography.
 Algebra through simple equations.

Second year:

English grammar, continued; geometry.
 Plane trigonometry and its application to heights and distances.
 Mensuration of surfaces and solids.
 Elements of ancient history.
 Logic; rhetoric; English composition.
 Declamation and forensic exercises.

Third year:

Surveying; navigation.
 Elements of chemistry and natural philosophy, with experiments.
 Elements of modern history, particularly of the United States.
 Moral and political philosophy.
 English composition, forensics, and declamation, continued.

[It was required of a candidate for admission to the English department that he be at least 12 years of age; that he have learned to read and spell well; that he be familiar with arithmetic through simple proportion, with the exception of fractions, and with Murray's English Grammar through syntax, and that he be able to parse simple English sentences. It is probable that boys were admitted to the classical department at an earlier age, for we know that the standard minimum age for admission to college about this time was 14. The courses are taken, with slight changes of arrangement, from Bell, Phillips Exeter Academy, appendix, pages 93-94.]

INFLUENCE OF THE ACADEMIES.

The academies cultivated a vigorous nationalism through instruction in American history, and raised up an intelligent constituency for the makers of our earlier literature. They gave instruction to many who afterwards became teachers in the elementary schools, and so prepared the way for the "Educational revival" in the second quarter of the nineteenth century. They were forerunners of the normal schools. They offered a field for early experiment in coeducation and in an advanced grade of separate education for women. In them was developed an early form of "non-sectarian" instruction, and in this, as well as in various other ways, they bridged the passage to the modern secular public high school.

SPECIAL MOVEMENTS.

While the academy movement was at its height there arose as variants from the academy type certain special schools and groups of schools which have been of considerable significance in our educational history. The "manual labor schools" ran their interesting career in the twenties and thirties of the nineteenth century. The United States Military Academy at West Point, established in 1802, was the model of numerous military schools, some of which have flourished to the present day. With the growth of cities came the growth of well-equipped private day schools and other urban schools of advanced grade under the management of privately constituted boards of trustees. Various religious bodies engaged actively in the promotion of secondary education. In the second quarter of the nineteenth century numerous Roman Catholic schools were established, chiefly under the control of religious orders, and modeled after similar schools in Europe. A beginning was made in the establishment of Episcopalian schools, which showed in some measure the influence of the English public schools. Other denominations established many schools, among them the Methodists, who, in their several conferences, manifested a deep interest in such undertakings. The German *gymnasium* and *real-schule* came to be known in this country through important reports and translations, and exercised an influence upon our educational ideals if not upon our educational organization.

III. THE HIGH SCHOOL MOVEMENT.

THE EARLY HIGH SCHOOLS.

The third well-marked type of American secondary school, the public high school, has been intimately bound up with the history of our people for the past two generations. The earlier schools of this type arose with the growth of large centers of commerce and manufactures, with the increasing sense of the importance of education to the welfare of the State, with the expanding interest in the development and administration of great, comprehensive, public, educational systems. The English Classical School, established at Boston in 1821, is generally regarded as the pioneer of the high school movement. It was intended as a school which should render the system of public education in Boston more nearly perfect by offering a finishing course of studies for boys intended for mercantile or mechanical occupations. It should give instruction in advanced English studies, mathematics, geography, natural science, history, logic, and moral and political philosophy, such as could otherwise be secured only in the English courses of distant academies, to which boys could be sent only at considerable expense. The course of study proposed for the school at the outset was, in fact, strikingly similar to the course in the English department of the Phillips Exeter Academy at about the same period. The school, organized on this basis, was successful and popular from the start.

Other Massachusetts towns after a few years followed the example of Boston in the establishment of such schools, and the State law which provided for the maintenance of Latin grammar schools in the larger towns was so modified as to provide in effect for high schools in place of schools of the older type. The second high school of national importance was established at Philadelphia in 1838. Others followed in quick succession, the movement spreading from the cities to the smaller towns all over the land. The academies had begun to feel keenly the competition of the new institutions before the outbreak of the civil war, and in the forty years that have elapsed since that struggle the high schools have come more and more to be the dominant feature of our secondary education.

Partial list of high schools established before the civil war.

[This list is made up from that presented in the Report of the Commissioner of Education for 1900-1901, vol. 2, pp. 1912-1914, supplemented at some points from miscellaneous sources.]

City.	Date of first opening of a public high school.	Date of establishment of a regular two to four year course in the high school.
Boston, Mass.....	1821	1821
Portland, Me.....	1821	1821
Worcester, Mass.....	1824	1824
New Bedford, Mass.....	1827	1827
Fitchburg, Mass.....	1830	1849
Lowell, Mass.....	1831	1852
Harrisburg, Pa.....	1837	1850
Cambridge, Mass.....	1838	1838
Taunton, Mass.....	1838	1838
Philadelphia, Pa.....	1838	1839
Baltimore, Md.....	1839	.....
Charleston, S. C.....	1839	.....
Springfield, Mass.....	1841	1841
Binghamton, N. Y.....	1842	1861
New Orleans, La.....	1843	1843
Providence, R. I.....	1843	1843
Detroit, Mich.....	1844	1858
Chelsea, Mass.....	1845	1852
Cleveland, Ohio.....	1846	1846
Manchester, N. H.....	1846	1846
Cincinnati, Ohio.....	1847	1847
Hartford, Conn.....	1847	1857

Partial list of high schools established before the civil war—Continued.

City.	Date of first opening of a public high school.	Date of establishment of a regular two to four year course in the high school.
Columbus, Ohio.....	1847	.....
New York, N. Y.....	1849	1849
Toledo, Ohio.....	1849	1849
Lawrence, Mass.....	1849	1849
LANCASTER, Pa.....	1849	1849
Lynn, Mass.....	1849	1852
St. Louis, Mo.....	1853	1853
Pittsburg, Pa.....	1854	1854
Buffalo, N. Y.....	1854	1860
Chicago, Ill.....	1856	1856
San Francisco, Cal.....	1856	.....

THE CHARACTER OF THE HIGH SCHOOLS.

The academies had no organic connection with the common schools. They were managed by privately constituted boards of trustees. They depended in large measure on tuition fees for their maintenance. The high schools, on the other hand, were under public control. Their boards of management were generally the same as those of the elementary schools of the same communities. They were, in fact, an upward extension of the common schools, and they shared generally in the popularity of those schools. They were day schools, located near the main body of their constituency, and in most instances made no charge for tuition. They were "near to the people." Not infrequently, to be sure, they were opposed by advocates of the public elementary schools, who believed that the people should not be taxed for the support of schools beyond the elementary grade. In the main, however, they made their way to public favor. The question of their legality was in some States set at rest by definite statutory enactment, in others by decision of the courts in the absence of such enactment. One of the most notable of such judicial decisions was that rendered by the supreme court of Michigan in 1874, which was summed up in the words "Neither in our State policy, in our constitution, or in our laws, do we find the primary school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose." Later decisions in other States have followed the ruling of the Michigan court.

IV. CURRENT MOVEMENTS AND PROBLEMS.

SCHOOLS NOT UNDER PUBLIC CONTROL.

While the public high school has become the dominant type of American secondary school, the largest liberty is allowed under our American educational system in the erection and management of schools under various forms of private, corporate, and ecclesiastical control. Since the civil war there has been great activity in the building up of such schools. The following partial list of schools not under public control, established between 1865 and 1890, will give some intimation of the great variety of institutions to which this movement has given rise:

[The list includes only a small proportion of the schools of this kind established within the period indicated, but it is in some measure representative. The several items are taken from Thomas, Grace Powers. *Where to educate. 1898-1899. A guide to the best private schools.* . . . Boston, [1898], pp. 25+379.]

SOUTHBOROUGH, MASSACHUSETTS. St. Mark's School, for boys, Protestant Episcopal [1865].

FARIBAULT, MINNESOTA. St. Mary's Hall, a boarding school for girls, Protestant Episcopal, opened 1866.

HIGHTSTOWN, NEW JERSEY. Peddie Institute, coeducational, incorporated 1866.
 HELENA, MONTANA. St. Vincent's Academy, conducted by the Sisters of Charity, established 1869.
 BELL BUCKLE, TENNESSEE. Webb School, founded 1870.
 PROVIDENCE, RHODE ISLAND. La Salle Academy, founded by the Brothers of the Christian Schools, 1871.
 QUINCY, MASSACHUSETTS. Adams Academy, first opened for pupils 1872; founded on a gift of President John Adams, made in 1823.
 HARRISBURG, PENNSYLVANIA. Harrisburg Business College, organized 1873.
 PRINCETON, NEW JERSEY. The Princeton Preparatory School, opened 1875; incorporated 1895.
 ITHACA, NEW YORK. Cascadilla School, established 1876.
 ORCHARD LAKE, MICHIGAN. Michigan Military Academy, organized 1877.
 ST. LOUIS, MISSOURI. Manual Training School, Washington University, organized 1879.
 EAST NORTHFIELD, MASSACHUSETTS. Northfield Seminary, for girls, founded by Mr. Dwight L. Moody in 1879.
 MOUNT HERMON, MASSACHUSETTS. Mount Hermon School, for boys, opened 1881; incorporated 1882.
 TUSKEGEE, ALABAMA. Tuskegee Normal and Industrial Institute, a school of many departments, for colored people, coeducational; founded 1881.
 KIRKWOOD, MISSOURI. Kirkwood Military Academy and Glendale Institute, founded 1882.
 INDIANAPOLIS, INDIANA. Girls' Classical School, founded 1882.
 CHICAGO, ILLINOIS. The Chicago Manual Training School, founded 1882; presented to Chicago University 1897.
 NEW YORK (CITY). Hebrew Technical Institute, founded 1883, incorporated 1884.
 BRISTOL, VIRGINIA. Southwest Virginia Institute, for young women, a Baptist institution, organized 1884.
 NEW YORK (CITY). The Brearley School, for girls, founded 1884.
 BELMONT, CALIFORNIA. Belmont School, for boys, founded 1885.
 CAMBRIDGE, MASSACHUSETTS. The Cambridge School for Girls, founded 1886.
 BROOKLYN, NEW YORK. Pratt Institute, founded 1887, begun as a trade school and gradually extended to include many departments.
 MARION, ALABAMA. Marion Military Institute, founded 1887.
 PORTLAND, OREGON. Portland Academy, opened 1889, incorporated 1892.
 PORT DEPOSIT, MARYLAND. The Jacob Tome Institute, incorporated 1889, opened 1894. A school for white boys and girls, very heavily endowed (over \$3,500,000).

DENOMINATIONAL CHARACTER OF PRIVATE SCHOOLS.

The denominational relations of the nonpublic schools of the country appears from the following table:^a

Religious denomination and nonsectarian.	Schools.	Instruct- ors.	Students.
Nonsectarian.....	912	4,867	50,574
Roman Catholic.....	369	1,946	16,786
Baptist.....	93	466	7,039
Methodist.....	78	469	5,856
Episcopal.....	89	653	4,747
Presbyterian.....	82	351	4,076
Friends.....	51	268	3,146
Congregational.....	45	215	2,787
Methodist Episcopal South.....	31	143	2,710
Lutheran.....	30	140	2,077
Other denominations.....	55	385	4,892
Total.....	1,835	9,903	104,690

COMPARATIVE STATISTICS.

With all of this activity in the establishment and conduct of institutions under private control, the main tendency is still setting decisively in the direction represented by the public high school. This is apparent from the following tables and diagrams: ^b

^a Report of the Commissioner of Education for 1902, v. 2, p. 1648.

^b *Id.*, v. 1, pp. xciii, xciv.

DIAGRAM 1.—Number of secondary students in public and private secondary schools.

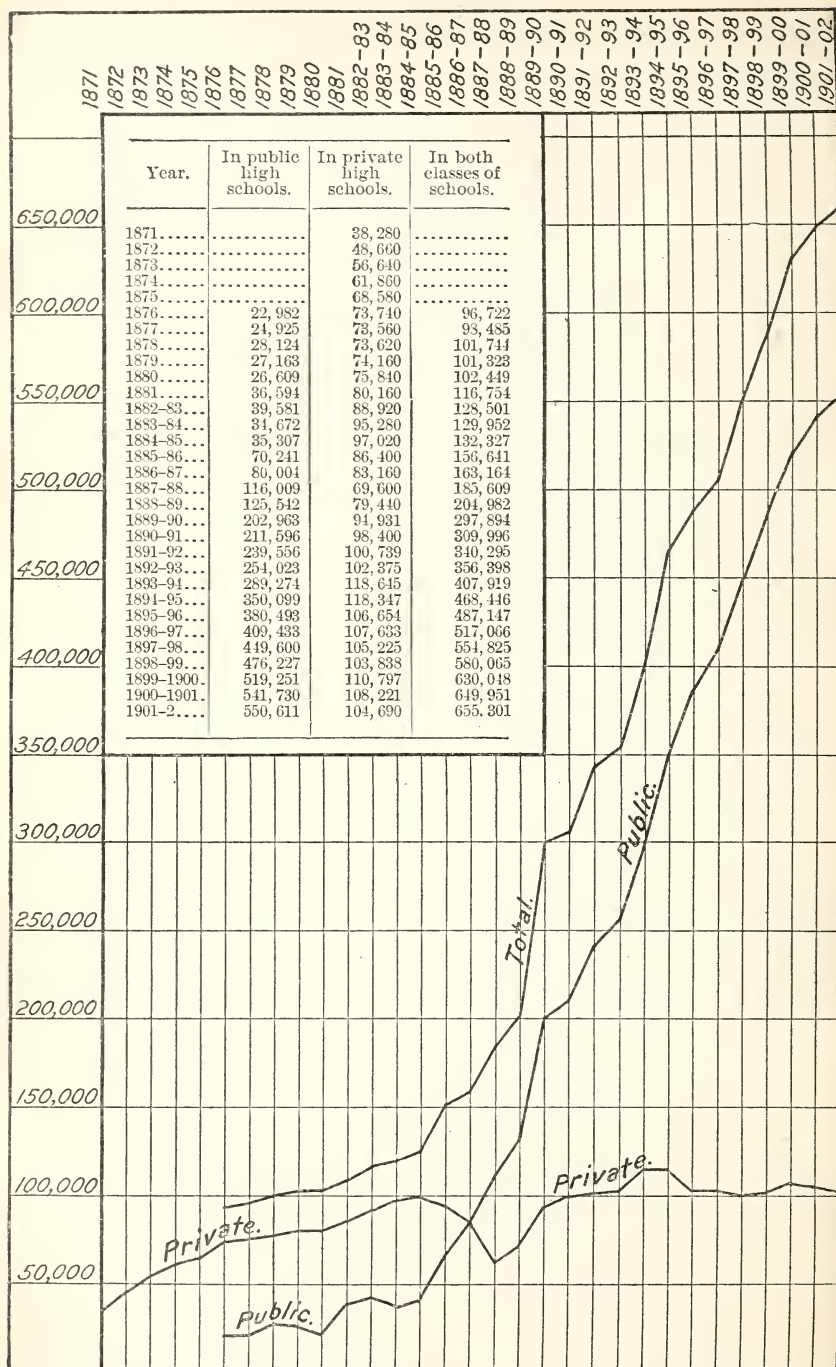
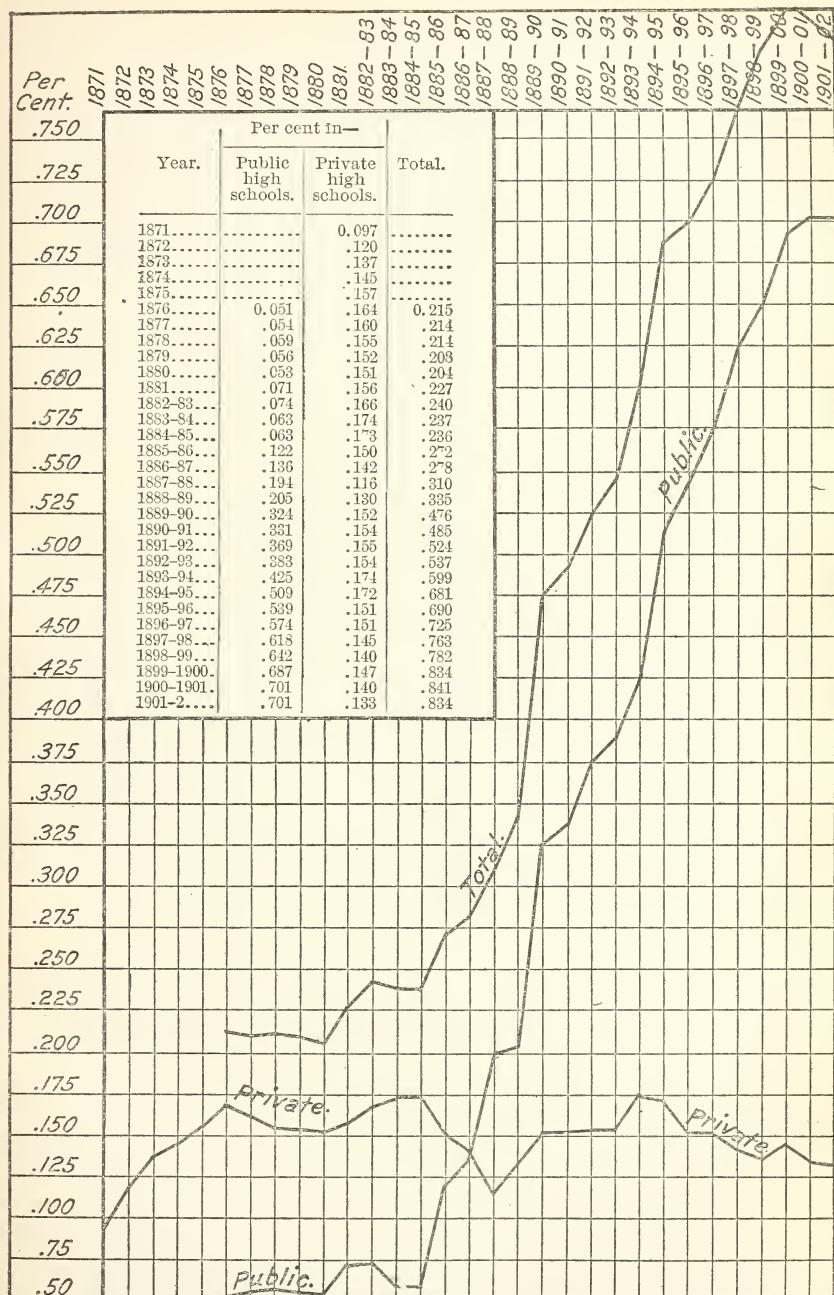


DIAGRAM 2.—Per cent of the population enrolled as secondary students in private and public secondary schools for a series of years.



LATER STATE SYSTEMS OF SECONDARY EDUCATION.

Soon after the civil war there began a new movement in the establishment of State systems of secondary education. The high school was generally made the unit in such systems, as the academy had been the unit of the State systems inaugurated in the early part of the nineteenth century.

The State of New York, still maintaining the general supervision of the regents of the university over colleges and academies, provided in 1864 for the establishment of "academical departments" in union free schools. Such academical departments were granted the same privileges in the university as had been granted to the academies, and were put under the general supervision of the regents. Provision was also made for the transformation of academies into high schools when such change seemed desirable. In Maryland a system of county high schools, aided by State subsidies, was substituted for the previously existing system of State aided academies in 1865. Later legislation restored a measure of State aid to the academies.

In these cases we see only an extension of State systems already in existence. A new movement in the establishment of State systems where such provision had not hitherto been made, began with "An act in aid of free high schools," passed by the legislature of Maine in 1873. Other States soon followed. Minnesota, by an enactment of the year 1878, which was then in force but one year, but was renewed in 1881, first introduced a provision under which State aided high schools should offer free tuition to all qualified pupils residing in any part of the State.

The legislature of Massachusetts, in 1891, added to its long-established provisions a requirement that towns not maintaining high schools should pay the tuition fees of qualified pupils, resident in such towns, who should attend high schools in other towns, and in 1894 made the payment of such fees by the town obligatory, and authorized payment of the transportation expense of the pupils to whom this provision related. Within the past ten years there has appeared a strongly marked disposition among our American commonwealths to provide free secondary instruction for all pupils whose advancement is such as to fit them to profit by such instruction. The establishment of new high schools in small communities has been encouraged by a considerable increase of State subsidies. Strong graded schools have been established in many rural communities by grouping the small schools of contiguous districts in one central building, and rural high schools have followed as the next step in this movement. In a number of States, moreover, provision has been made for pupils residing in communities where there is no high school, by offering them free tuition in high schools or academies elsewhere.

STATE SUPPORT AND STATE DIRECTION.

Some of the chief State systems now in operation are summarized below.^a

MAINE. Provision (permissive) for free tuition for any qualified student, towns not provided with high schools receiving State aid in paying tuition fees elsewhere. Regular State aid to both high schools and academies. Standards in part statutory, otherwise determined by State superintendent of public instruction.

NEW HAMPSHIRE. Free tuition provided for all qualified students in high schools or academies, mainly at the expense of local communities, but with State aid in case of poorer towns. General standard of secondary education fixed by statute.

MASSACHUSETTS. High schools required in larger towns. Free tuition provided for all qualified students, with State aid extended for that purpose. The State also aids poorer towns in maintaining high schools. Standards fixed by statute and applied by State board of education.

NEW YORK. State aid extended to both high schools and academies. Standards determined by board of regents, who inspect schools and conduct examinations of students. Regents' diplomas, based on these examinations, are accepted in many colleges in lieu of entrance examinations.

NEW JERSEY. Free tuition provided for all qualified students at the expense of the communities.

^aThis summary is mainly based on Mr. D. R. Jones's monograph on State aid to secondary schools. See bibliographical notes.

MARYLAND. Both high schools and academies receive annual grants from the State. State board of education determines course of study, choice of text-books, and mode of discipline in State aided schools.

OHIO. Provision similar to that of New Jersey.

INDIANA. Schools "commissioned" by State board of education enter their graduates without examination at the higher institutions of the State.

WISCONSIN. Free tuition is provided for all qualified students at the expense of local communities, but communities supporting high schools are aided by the State. State superintendent determines course of study and number and qualifications of teachers in State aided schools. An inspector, appointed by him, visits schools. University of Wisconsin conducts independent inspection for purposes of "accrediting."

MINNESOTA. State high schools offer free tuition to all qualified students in the State. Such high schools receive each a uniform grant, not to exceed \$1,500, annually from the State. Standards prescribed by statute, and further determined by State high school board, which employs an inspector of high schools and conducts examinations (mainly optional) in schools. Graduates of State high schools admitted to University of Minnesota without examination.

NORTH DAKOTA. Free tuition provided for all qualified students in State aided high schools. State high school board prescribes courses of instruction in such schools.

NEBRASKA. Free tuition provided for all qualified students, the expense up to a given point being borne by communities, and above that point by the State. State superintendent determines standards so far as qualifications of teachers, appliances, and courses of study are concerned.

CALIFORNIA. Free tuition provided for all qualified students in State aided high schools. General standards fixed by statute. University of California conducts independent inspection of schools which apply for "accrediting."

UNITY IN DIVERSITY.

It will be seen that there is great diversity among the systems of the several States. There is among them free and generous rivalry in the working out of their several educational policies. But in most things of importance the different States are in pretty general agreement. One point of agreement should be noted here. Our public system of elementary schools shows everywhere a tendency to grow up. It grows up through the high school to the level of the college. In States having State universities, these institutions carry forward this tendency of growth, with the least possible interruption, up into the boundless reaches of the higher education. A similar tendency is apparent among schools and colleges not under public control.

The prevalent form of our educational system may be rudely represented as that of a tree having a strong central trunk and many branches. The ordinary schooling of children begins about the age of 6.^a The elementary school beginning at this point is practically the same in content for all children, whatever their destination in life may be, and is ordinarily eight years in length for all alike. It is followed by a high school or academy course, four years in length, but very variable in content, which may be followed by a four-year college or university course, leading to the bachelor's degree. Fully half of such higher course, it should be added, is really "secondary" in character. Instead, however, of taking a course of study in an ordinary high school or academy, a student who has finished the elementary school course may enter a technical or trade school, ordinarily a privately managed institution, branching off from the central series of schools of general culture; and many such divergent institutions for vocational training are open to him from that point upward to the highest members of the series.

It follows from this set of conditions that the most interesting of recent movements affecting our secondary education are such as have to do with the articulation of secondary schools with other members of the system, and the differentiation of secondary schools to meet a diversity of needs.

ARTICULATION.

The high school type has changed materially in the course of time. The academy type has changed with it, but in a different way. The early academy was a "finish-

^a In many places the child who enters an elementary school at 6 has already had a year or two of life in a kindergarten.

ing school" on the side of its English course, and a "fitting school" for college on the side of its classical course. As a fitting school it was merely the old grammar school projected into a new setting. Since the high schools have crowded the academies out of the position of the ordinary standard provision for secondary education, the older institutions have tended to become schools discharging the special function of preparing students for admission to college. For a time the view was strenuously maintained that this function should devolve on the academies exclusively. But the high school, beginning as a mere upward extension of the elementary school system in a few favored communities, not only spread all over the land and became our main reliance for middle-grade instruction, but soon began to push upward still farther and carry a portion of its students on to the gate of the college. When this point was reached the high school was a fully developed secondary school in the American sense of the term. Like many of the academies, it provided both "preparation for college" and "preparation for life."

Up to the last quarter of the nineteenth century, admission to college was almost universally regulated by entrance examinations, which each college prescribed and conducted independently. The State universities then undertook the making of a closer articulation with the "college preparatory" courses of the high schools through the so-called accrediting system. This was an arrangement, first introduced by the University of Michigan in 1871, under which the graduates of certain approved secondary schools were admitted directly to the university without undergoing any special examination for that purpose. The fitness of the schools for such recognition was determined by an occasional visit of inspection by a committee of the university faculty, the schools voluntarily accepting such inspection for the sake of securing a place on the list of "accredited" institutions. This innovation was received with much favor. The system was extended to privately managed schools, and was adopted by many privately managed colleges and universities. In 1894-95, according to the Report of the Commissioner of Education for that year, it had "been adopted in some form or other by forty-two State universities and agricultural and mechanical colleges, and by about one hundred and fifty other institutions."^a

RECENT DEVELOPMENT OF THE ACCREDITING SYSTEM.

The accrediting system has undergone a gradual change. It would be exceedingly difficult for the great universities which are chiefly concerned in the administration of this system to keep up the regular inspection of all high schools applying for recognition by examining committees appointed from the regular university corps of instruction. The popularity of the system has made it unwieldy. Several institutions accordingly have appointed special examiners of high schools. Yet the plan of having inspection carried on by actual university instructors has not been wholly abandoned even in these instances. The examiners of high schools give instruction during a portion of the year in the university departments of education, and some inspection by representatives of other departments of instruction is still carried on.

The North Central Association of Colleges and Secondary Schools in 1901 appointed a commission on accredited schools to unify and perfect the system of accrediting in the States of the great Northwest. This commission has now published two annual reports. It concerns itself with defining and describing unit courses of study in the various subjects of the high school programme, taking for its point of departure the recommendations of the national committee on college entrance requirements mentioned below;^b with the endeavor to secure uniformity in the admission requirements of the colleges concerned and in the inspection and accrediting of schools; with the preparation of a list of schools fully entitled to the accredited

^a Op. cit., v. 2, p. 1172. Cf. the Report for the year 1902, vol. I, pp. 527-539, where additional information is given, including a list of 339 institutions admitting students on certificate.

^b Page 573.

relation—an "honor list," as it were, of the best schools, and with recommendations respecting the granting of college credit for advanced work done in high schools. The commission appoints a board of inspection, consisting chiefly of the inspectors of high schools of several leading universities. It depends for the most part for its information concerning the schools upon the systems of inspection already in operation, but it is not improbable that it may eventually supplement these systems with some inspection of its own.

In the State of Ohio the public high schools have been classified by the State commissioner of public schools, under a recent act of the legislature, with reference to their ability to prepare students for admission to professional schools. In Iowa the leading colleges have taken concerted action looking to the unification of their several systems of accrediting. These movements appear to have some vital connection with the work of the commission on accredited schools.

The accrediting system began as a Western movement, but it has been adopted in one form or another by many Eastern institutions. A significant stage in the development of this system in the East was the establishment in May, 1902, of the New England entrance certificate board. This board, consisting of one delegate from each of the cooperating colleges, examines the applications of schools in New England which desire the privilege of sending their graduates to college without entrance examination, and the list of such schools approved by the board becomes the accredited schools list of each of the colleges represented. The board does not inspect schools directly. Its accrediting is based on statements of school authorities with reference to their courses of study, equipment, teaching force, and on the performance of graduates of those schools which have entered college. The list of approved schools is to be revised every three years.

THE COLLEGE ENTRANCE EXAMINATION BOARD.

With a view to unifying and improving the system of admission to college by examination, the Association of Colleges and Preparatory Schools of the Middle States and Maryland established in 1900 the college entrance examination board. This board, having its headquarters in New York City, conducts uniform examinations in the subjects commonly entering into college admission requirements, at many widely scattered centers in the United States, and even in foreign lands. At its first examination, held in June, 1901, there were 973 applicants who took these examinations at 67 points in the United States and 2 in Europe. Two years later 1,620 candidates were examined at 128 points in the United States, 5 in Europe, and 1 in South America. Of especial significance in connection with the work of this board is its constant endeavor to keep its examination papers free from the whimsies of any individual examiner, and the active coöperation of representatives of both colleges and secondary schools which it has secured. The results of the examinations conducted by this board are accepted by many institutions outside of the territory of the association which called it into being.

The movements referred to above look to a better articulation between our secondary schools and the institutions of higher education. Within the universities there has come to be a sharper distinction between the work of the first two years of the baccalaureate course and that of the two succeeding years, the earlier portion of the course being recognized as essentially "secondary" in character. Some steps have been taken which look to the establishment of institutions of secondary education with courses extended upward to cover these two years. Some of the smaller colleges which have become affiliated with the University of Chicago, for example, have cut off the last two years of their baccalaureate course, their two years of early college work superadded to four years in a preparatory department, thus constituting a six-year course of secondary instruction. There is on the part of some of our educational leaders a confident expectation that our best high schools will grow up

into what is now the lower half of the college domain. President Harper, of Chicago University, said recently, in addressing a conference of the schools affiliated with that institution—

! Ten years from now the high schools all over the country will have added fifth and sixth years and will be doing the college work which now falls to the first two years of the college courses. In Michigan and Minnesota the State universities are accepting work done in many of the high schools for the first year of college study. I have not a shadow of doubt that the high schools are going to do college work in the future.

! There is, however, much difference of opinion on this point. The opposing view was presented at the meeting of the North Central Association of Colleges and Secondary Schools held at Chicago in April, 1903, by Prof. Julius Sachs, of Teachers College, Columbia University, who is the head of two important secondary schools. Professor Sachs spoke as follows:

! Speaking now for the secondary schools and as a member of the secondary profession, the feeling that is most prominent in my mind is that no greater danger besets the secondary teacher than the blind hope that he can at some time or other, or through some peculiar circumstances, supplant the work of early college years. I believe we are as far removed from that as it is conceivable to be at the present moment.^a

! The articulation of our secondary schools with the schools below them has, on the other hand, received renewed attention of late. In the latter part of the eighteen-hundred-eighties there arose a widespread discussion of the length of the course of study in the colleges and professional schools of our universities. The urgent necessity of lengthening the professional courses in law and medicine was recognized. But to lengthen these courses would be to postpone unduly the entrance of young men upon the practice of their profession, unless the courses of the colleges and the schools below them might be shortened without serious detriment to the educational efficiency of those schools.^b The shortening of the four-year college course was proposed, and this proposal is still under discussion. Another of the resulting proposals, which chiefly concerns us here, was that the course of the grammar schools, next below the high schools, be shortened. This suggestion commonly took the form given to it by President Eliot, of Harvard University, that the grammar school course be "shortened and enriched." The committee on college entrance requirements of the National Educational Association in 1899 recommended that the course in the secondary school be six years in length, beginning with the seventh grade—that is, that a six-year secondary course follow a six-year elementary course, where now a four-year secondary course commonly follows an eight-year elementary course.

! A committee, of which Mr. George D. Pettie was chairman, reported to the conference of collegiate and secondary instructors at Western Reserve University, Cleveland, Ohio, in November, 1902, a definite scheme of a six-year high school curriculum, divided into two three-year courses, beginning with pupils 12 years of age. This scheme has served as the basis of considerable discussion. In the grammar schools of Baltimore capable pupils may study Latin and French or German in the seventh and eighth grades, and so shorten somewhat the time required for the succeeding high school course, which is normally four years in length. A most interesting plan has been in operation for the past twelve years in the schools of Cambridge, Mass. Children are admitted to the primary school at the age of 5 and remain there three years. The grammar school course which follows is normally six years in length, but systematic provision is made under which capable pupils may shorten this course to five years or even four. The course in the Latin school, next above, may be taken in either five years or four. The parallel course in the English high school is four years in length. It has been found that, generally

^a Proceedings of the eighth annual meeting of the association, p. 58.

^b In practice the knot has been cut by all too many of our students who have left out the college course entirely, going directly from the secondary school to the professional school. For bibliographical notes relating to this question, see *Educational Review*, v. 26, pp. 118-119, September, 1903.

speaking, the better records in the Cambridge high schools are made by pupils who have completed the work of the grammar school in the shorter period.

THE DEVELOPMENT OF THE CURRICULUM.

In both public and private schools the classical course is still determined by college entrance requirements. After the civil war new subjects were rapidly added to those requirements. Doctor Broome^a gives the following list:

Subject.	Date.	College.
Modern history (United States).....	1869	Michigan.
Physical geography.....	1870	Michigan and Harvard.
English composition.....	1870	Princeton.
Physical science.....	1872	Harvard.
English literature.....	1874	Do.
Modern language.....	1875	Do.

These subjects were commonly introduced as alternative requirements, Latin, Greek, and mathematics continuing to be the staples. We have seen that parallel courses, one classical and one English, were provided at an early period in the history of the academies. As time went on the number of such parallel courses was increased in both academies and high schools. After the middle of the nineteenth century parallel courses became common in the colleges themselves, leading to baccalaureate degrees other than that in arts; and some of the newer courses in the secondary schools, scientific, Latin-scientific, or English, met the entrance requirements of these new college courses. The number of alternative subjects in such requirements and in high school courses was gradually increased. In some schools students were given a large measure of freedom in the choice of studies, an arrangement approximating the elective system of the colleges. This movement went much further, however, in the theoretical discussions of the last decade of the nineteenth century than it went in the actual practice of the most of the schools.

Two committees of the National Educational Association submitted reports in that decade which stimulated and gave direction to discussion of the problem of the curriculum. The report of the "Committee [of ten] on secondary school studies" bears date of 1893; that of the "Committee on college-entrance requirements" appeared in 1899. The committee last named proposed a general plan or form of school curriculum which seems gradually to be making its way into the schools. This proposal was brought forward in the following recommendations:

"That the principle of election be recognized in secondary schools.

"That * * * the committee * * * does not believe in unlimited election, but especially emphasizes the importance of a certain number of constants in all secondary schools and in all requirements for admission to college.

"That the committee recommends that the number of constants be recognized in the following proportion, namely, four units in foreign languages (no language accepted in less than two units), two units in mathematics, two in English, one in history, and one in science."

It appears from other portions of the report that the "unit" referred to is the work of one year, at least four periods a week, in a well-equipped school, under competent instruction. A "period" is commonly from forty to fifty minutes in length. A week's work in American secondary schools commonly consists of about eighteen or twenty such periods; so the "constants" proposed by the committee would cover one-half, or somewhat more than one-half, of the work of a four-year course, leaving the rest to the election of the student.

As an example of college entrance requirements arranged according to this general plan, though differing in details, we may take the new requirements of the University of Michigan.

^a Op. cit., p. 62.

ENTRANCE REQUIREMENTS, UNIVERSITY OF MICHIGAN.

These requirements are stated in units, a unit meaning a subject of study pursued through a school year, with not less than four recitation periods each week. Fifteen such units, taken from those enumerated below, are required for admission. Of these fifteen units, seven must be presented by all applicants, namely:

English, three units.

Mathematics (algebra, plane geometry, and solid geometry), three units.

Physics, one unit.

The remaining eight units may be selected by the applicant from the following list, but with the proviso that the selection shall in all cases include at least two units in some one of the three languages, Latin, French, and German. The subjects from which choice may be made, and the number of units which will be accepted in each subject, are as follows:

Greek, two units.

Latin, two or four units.

French, two or four units.

German, two or four units.

English literature, one unit.

History, one, two, or three units.

Physiography, one unit.

Chemistry, one unit.

Botany, one unit.

Zoology, one unit.

Biology, one unit.^a

CURRICULUM OF THE ST. LOUIS HIGH SCHOOL.

An example of a school curriculum similarly planned, though differing again in details, is presented in that of the high school of the city of St. Louis:

GENERAL STATEMENT OF THE HIGH SCHOOL COURSE OF STUDY.

At least twenty recitations a week are required in every course; work additional to that required by any course may be taken only with the permission of the principal.

One hundred recitations in a single study, with a satisfactory record, constitute one point in any course.

Not less than thirty-two such points are required for graduation in any course, and eight of these thirty-two points must be made on the studies of each year, whatever course be taken.

In studies that occupy one or more years of any course, no credit is allowed for less than one year's work satisfactorily completed.

Fractional credit is allowed on studies which do not occupy sufficient time to constitute full points.

The studies prescribed for all pupils are English, history, algebra, plane geometry, biology, physics, and Shakespeare, which furnish eighteen of the thirty-two points required for graduation. The other fourteen points may be secured by successfully pursuing a sufficient number of the other studies afforded by the several courses provided, namely: Psychology, ethics, commercial law, civics, economics, arithmetic, bookkeeping, higher algebra, solid geometry, trigonometry, penmanship, phonography, drawing and history of art, chemistry, Latin, German, French, Spanish, and Greek.

The same requirements appear below, arranged in the more familiar fashion of several parallel courses, with prescribed and alternative subjects:

High-school course of study.

	A. General.				B. General.				C. Art.				D. Scientific.			
	20	20	22	21	20	20	22	23	20	20	22	24	20	20	27	24
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
English	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2
History			3	3			3	3			3	3			3	3
Shakespeare				3				3				3				3
Psychology								5- }				5- }				
Ethics								5- }				5- }				
Commercial law																
Civics																
Economics																
Arithmetic																
Bookkeeping																
Algebra	5				5				5				5		3-2	
Geometry		5				5				5				5	2-3	
Trigonometry																3
Chemistry			3	3			3				3	3			3	3
Physics		5	1			5	1			5	1			5	1	
Biology	5				5				5				5			
Penmanship																
Stenography																
Art and drawing									5	5	5	3				
Latin	5	5	5	5	5	5	5	5					5	5	5	5
German			5	5	5	5	5	5			5	5			5	5
French			5	5			5	5			5	5			5	5
Spanish			5	5			5	5			5	5			5	5
Greek																
College studies																

^a Calendar of the University for 1902-3, p. 47.

High-school course of study—Continued.

	E. Classic.				F. Commercial.				G. College.				H. College.			
	20	20	23	28	23	23	27	28	25	25	28	30	25	25	27	29
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
English.....	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2
History.....			3	3			3	3			3	3			3	3
Shakespeare.....				3							3					3
Psychology.....							5-	3								
Ethics.....							-5									
Commercial law.....							-5									
Civics.....							5-									
Economics.....							-5									
Arithmetic.....						3-										
Bookkeeping.....						-3	5-									
Algebra.....	5				5				5		3-2		5		3-2	
Geometry.....		5				5				5	2-3			5	2-3	
Trigonometry.....																3
Chemistry.....							3	3							3	3
Physics.....				5		5	1					5		5	1	
Biology.....	5				5				5				5			
Penmanship.....					3											
Stenography.....							5	2								
Art and drawing.....					5	5										
Latin.....	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
German.....			5	5	5	5	5	5	5	5	5	5	5	5	5	5
French.....			5	5	5	5	5	5			5	5			5	5
Spanish.....			5	5			5	5							5	5
Greek.....		5	5							5	5		5			
College studies.....												5				5

The studies inclosed in a brace are alternative.

CURRICULUM OF THE HOPKINS GRAMMAR SCHOOL.

The more conservative tendency which is still manifest in many strong schools is represented in the parallel courses of the Hopkins Grammar School at New Haven, Conn.

CLASSICAL COURSE.

First year.	Second year.	Junior year.	Senior year.
Latin..... 5	Latin..... 5	Latin..... 5	Latin..... 5
Algebra..... 5	Greek..... 5	Greek..... 5	Greek..... 5
	Algebra..... 3	Algebra (2), geometry (3)..... 5	Geometry..... 2
English..... 5	English..... 3	English..... 2	English..... 3
History..... 3	History..... 2	German or French .. 3	History..... 2
			German or French ... 3
18	18	20	20

SCIENTIFIC COURSE.

First year.	Junior year.	Senior year.
Latin..... 5	Latin..... 5	Latin..... 5
Algebra..... 5	Algebra..... 5	Geometry and trigonometry . 5
	Geometry..... 5	English..... 3
English..... 5	English..... 3	History..... 3
History..... 3	German or French 3	German or French 3
		Botany..... 2
20	21	21

The figures indicate the number of recitations each week.

RECENT HISTORY OF STUDIES.

It has come to be our working hypothesis that, so far as preliminary training of a general character is concerned, "preparation for college" and "preparation for life" should coincide. This theory, in its earlier statement, ran as follows: What is good preparation for college is good preparation for life. Now the terms are commonly inverted: What is good preparation for life is good preparation for college. More and more the question of college-entrance requirements is coming to be a question as to what is best for the schools; and a situation in which certain demands of the college were once the determining factor now finds its determining factor in the demands of the public high school.

The actual choice of subjects by students in the secondary schools, and the gradual changes which have come over that choice in recent years, will appear from the following statistical tables, taken from the Report of the Commissioner of Education for the year 1902:^a

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course.....	45,159	6.89	23,314	8.37	21,845	5.80
Scientific courses.....	39,106	5.97	24,827	8.92	14,279	3.79
Total preparing for college.....	84,265	12.86	48,141	17.29	36,124	9.59
Graduating in 1902.....	77,687	11.86	29,394	10.56	48,293	12.81
College preparatory students in graduating class.....	26,159	^a 33.67	13,458	^a 45.78	12,701	^b 26.30
Students in—						
Latin.....	324,497	49.52	130,183	46.75	194,314	51.56
Greek.....	21,998	3.36	13,467	4.84	8,531	2.26
French.....	72,943	11.13	25,724	9.24	47,219	12.53
German.....	110,980	16.94	45,893	16.48	65,087	17.27
Algebra.....	362,171	55.27	159,772	57.38	202,399	53.71
Geometry.....	180,580	27.56	80,016	28.74	100,564	26.69
Trigonometry.....	15,827	2.42	9,361	3.36	6,466	1.72
Astronomy.....	17,271	2.64	6,148	2.21	11,123	2.95
Physics.....	113,959	17.39	49,773	17.88	64,186	17.03
Chemistry.....	50,469	7.70	23,443	8.42	27,026	7.17
Physical geography.....	143,634	22.22	62,032	22.28	81,602	22.18
Geology.....	22,801	3.48	9,327	3.35	13,474	3.58
Physiology.....	162,725	24.83	68,418	24.57	94,307	25.03
Psychology.....	16,593	2.53	5,547	1.99	11,046	2.93
Rhetoric.....	274,556	41.90	110,247	39.59	164,309	43.60
English literature.....	298,818	45.60	120,851	43.40	177,967	47.22
History (other than United States).....	254,881	38.90	103,469	37.16	151,412	40.18
Civics.....	130,198	19.87	55,987	20.11	74,211	19.69

^a Vol. 2, p. 1648.

^b Per cent of total number of graduates.

Per cent of the total number of secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-1902
Males.....	44.01	43.62	43.39	43.00	43.40	43.84	43.50	42.93	43.16	42.83	42.49
Females.....	55.99	56.38	56.61	57.00	56.60	56.16	56.50	57.07	56.84	57.17	57.51
Preparing for college, classical course.....	9.18	9.90	10.34	10.00	10.05	8.94	7.99	7.87	8.32	8.30	6.89
Preparing for college, scientific courses.....	7.59	8.22	7.33	7.11	7.16	6.57	6.03	6.18	6.21	6.54	5.97
Total preparing for college.....	16.77	18.12	17.67	17.11	17.21	15.51	14.02	14.05	14.53	14.84	12.86
Graduates.....	10.87	11.46	11.88	11.60	11.73	11.95	11.75	11.78	11.74	11.95	11.86
Graduates prepared for college ^a	39.15	36.62	30.92	32.44	32.69	32.60	30.60	31.61	32.95	33.48	33.67
Studying—											
Latin.....	38.80	41.94	43.59	43.76	46.22	48.01	49.44	50.29	49.97	49.93	49.52
Greek.....	4.68	4.92	4.99	4.73	4.58	4.60	4.50	4.27	3.95	3.58	3.36
French.....	8.59	9.94	10.31	9.77	10.13	9.95	10.48	10.68	10.43	10.75	11.13
German.....	11.61	13.00	12.78	12.58	13.20	13.76	14.24	14.91	15.06	16.09	16.94
Algebra.....	47.65	49.92	52.71	52.40	53.46	54.22	55.29	56.21	55.08	55.66	55.27
Geometry.....	22.52	24.36	25.25	24.51	25.71	26.24	26.59	27.36	26.75	27.26	27.56
Trigonometry.....	2.96	3.61	3.80	3.25	3.15	3.08	2.83	2.58	2.42	2.54	2.42
Astronomy.....	.....	.....	.....	5.27	5.19	4.89	4.40	3.94	3.43	2.96	2.64
Physics.....	22.04	22.25	24.02	22.15	21.85	20.89	20.48	19.97	18.88	18.24	17.39
Chemistry.....	10.08	9.98	10.31	9.31	9.15	9.18	8.55	8.64	8.00	7.86	7.70
Physical geography.....	.....	.....	.....	22.44	24.93	24.64	24.33	23.75	22.88	22.42	22.22
Geology.....	.....	.....	.....	5.52	5.20	4.93	4.66	4.41	4.02	3.88	3.48
Physiology.....	.....	.....	.....	28.63	31.08	29.98	29.38	28.62	26.96	26.27	24.83
Psychology.....	.....	.....	.....	3.35	3.82	3.82	3.64	3.23	3.19	2.98	2.53
Rhetoric.....	.....	.....	.....	31.31	32.27	33.78	35.30	36.70	37.70	39.69	41.90
English literature.....	.....	.....	.....	.....	.....	.....	38.90	40.60	41.19	43.90	45.60
History (other than United States).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Civics.....	31.35	33.46	35.78	34.65	35.73	36.08	37.68	38.32	37.80	38.41	38.70
	.....	.....	.....	.....	.....	.....	21.41	20.89	21.09	20.60	19.87

^a Per cent of total number of graduates.

DIFFERENTIATION.

The differentiation of studies and courses which has been going on in the schools appears from the preceding paragraphs. The differentiation of schools has also gone steadily forward in recent years. Privately managed schools of various kinds provide for the needs of special classes of students. Evening high schools and manual training schools receive increasing attention in the larger cities. Especial interest centers in the development of trade schools, mainly under private control. Alabama began in 1896 the establishment of one agricultural school in each of the nine Congressional districts of the State. Wisconsin began in 1901 the establishment of county schools of agriculture and domestic economy.^a Probably no special development of the public schools has received more marked consideration within the past two or three years than that of commercial high schools. The more insistent demands of commercial life and the new attention which higher commercial studies are receiving in colleges and universities have accentuated this movement, of which the leading representative is the High School of Commerce, opened in the city of New York in the fall of 1902.

The following table shows the number of students pursuing commercial studies in institutions of various types through a period of thirteen years. The advance of the past two or three years consists even more in the improvement of courses of instruction than in the increase of student attendance.^b

^a See report by A. C. TRUE on Progress in Secondary Education in Agriculture, in the Yearbook of the United States Department of Agriculture, 1902, pp. 481-500. Minnesota, Nebraska, California, New York, New Jersey, Pennsylvania, Indiana, and Missouri have related movements already under way.

^b Report of the Commissioner of Education for 1902, v. 2, p. 2003.

Students pursuing commercial studies.

Scholastic year.	In institutions not distinctly business schools.					In commercial and business schools.	Aggregate of students in commercial studies.
	Universities and colleges.	Normal schools.	Private high schools and academies.	Public high schools.	Total.		
1889-90.....					24,994	78,920	103,914
1890-91.....					30,564	81,898	113,462
1891-92.....					27,254	77,856	105,110
1892-93.....					30,892	99,654	130,546
1893-94.....	7,900	7,771	4,466	15,220	34,757	115,748	150,505
1894-95.....	4,577	5,293	8,819	25,589	44,228	96,135	140,363
1895-96.....	5,678	5,375	9,889	30,330	51,272	80,662	131,934
1896-97.....	5,656	6,297	11,574	33,075	56,002	77,746	133,748
1897-98.....	5,869	5,721	9,710	31,633	52,963	70,950	123,913
1898-99.....	6,463	6,126	10,609	33,134	61,332	70,186	131,518
1899-1900.....	7,953	6,657	15,649	68,890	99,149	91,549	190,698
1900-1901.....	8,610	7,099	16,281	84,412	116,402	110,031	226,433
1901-2.....	9,207	1,065	16,384	76,794	103,450	137,247	240,697

BOYS AND GIRLS.

In the following table the enrollment of boys and of girls in secondary schools is given separately, public and private schools, both coeducational and separate, being also distinguished: "

Public and private high schools for boys only, for girls only, and for both sexes, 1901-2.

State or Territory.	Public.						Private.							
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.			
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	
United States	34	13,793	25	17,536	6,233	213,121	306,111	333	21,378	535	25,075	967	30,158	23,079
North Atlantic Division ...	16	10,500	11	12,655	1,449	65,388	92,488	160	12,022	210	10,148	280	8,878	8,745
South Atlantic Division ...	9	1,403	7	2,213	420	9,621	14,724	64	2,961	82	4,086	204	6,137	5,524
South Central Division ...	7	1,144	6	2,048	689	15,306	21,956	38	2,084	61	2,685	265	7,721	6,856
North Central Division ...	1	676			3,332	109,060	156,714	42	3,140	124	5,904	177	5,540	5,344
Western Division	1	70	1	670	343	13,746	20,229	29	1,171	58	2,252	41	1,882	1,610
North Atlantic Division:														
Maine					145	3,776	5,092		4		99	28	1,140	1,152
New Hampshire	1	47			57	1,575	2,173	7	959	3	187	18	428	399
Vermont					58	1,561	2,136			2	67	15	462	511
Massachusetts	5	2,238	2	1,150	237	14,955	20,908	22	1,760	42	2,056	40	1,057	1,102
Rhode Island					22	1,524	2,160	3	226	6	212	3	71	72
Connecticut	1	5			74	3,783	4,891	18	826	21	1,005	22	454	449
New York	6	6,971	5	7,681	382	21,488	30,595	59	3,160	79	4,052	56	1,613	1,681
New Jersey					93	4,877	7,198	21	1,542	22	941	25	805	763
Pennsylvania	3	1,239	4	3,824	381	11,849	17,335	30	3,549	31	1,529	73	2,848	2,576
South Atlantic Division:														
Delaware					12	427	660	1	40	1	31	1	28	34
Maryland	6	1,045	4	1,196	39	904	1,363	13	582	17	898	16	350	319
District of Columbia					7	1,264	2,075	4	108	17	798	2	73	29
Virginia	1	150			63	1,411	2,561	27	1,136	17	844	26	429	520
West Virginia					28	627	1,100	1	40	4	147	10	549	468
North Carolina					30	588	751	8	581	7	368	86	2,774	2,744
South Carolina	1	178	1	350	90	1,416	2,036	3	155	6	333	15	561	571
Georgia	1	30	2	667	111	2,261	3,000	7	319	7	517	43	1,262	1,236
Florida					40	723	1,178		6	150	5	111	153	156
South Central Division:														
Kentucky	2	643	1	782	77	1,609	2,356	10	398	18	601	61	1,375	1,247
Tennessee	1	25			99	1,971	3,237	6	429	8	595	68	2,025	1,695
Alabama	1	101	2	494	70	1,394	1,791	4	221	7	197	25	715	567
Mississippi	1	22			88	1,487	2,182	5	331	6	198	27	646	778
Louisiana	1	279	2	682	38	970	1,077	3	174	8	429	17	321	459
Texas					236	6,161	8,919	8	439	12	608	37	1,608	1,265
Arkansas					60	1,248	1,685	2	92	1	38	21	714	517
Oklahoma					16	390	613			1	19	2	70	59
Indian Territory	1	74	1	90	5	76	96					7	247	269

" Report of the Commissioner of Education for 1902, v. 2, p. 1695.

Public and private high schools for boys only, for girls only, etc.—Continued.

State or Territory.	Public.						Private.							
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.			
	Schools.	Students.	Schools.	Students.	Schools.	Boys. ^A	Girls. ^A	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
North Central Division:														
Ohio					720	20,557	26,409	7	553	23	1,015	17	542	461
Indiana					382	11,456	15,825	4	397	12	638	10	394	363
Illinois	1	676			354	15,523	25,478	5	369	28	1,193	25	612	681
Michigan					297	12,282	16,876	2	272	8	472	12	316	400
Wisconsin					215	8,202	11,521	4	344	7	475	11	324	256
Minnesota					128	5,985	8,837	6	537	12	668	10	538	399
Iowa					346	12,030	16,988	2	117	7	349	27	1,020	953
Missouri					263	8,250	12,936	10	459	18	790	42	1,221	1,209
North Dakota					33	642	861					2	10	60
South Dakota					71	1,253	1,837			1	45	4	77	83
Nebraska					303	6,609	9,534	1	20	6	185	9	222	289
Kansas					220	6,271	9,612	1	72	2	74	8	264	280
Western Division:														
Montana					22	735	1,312			3	77	2	22	57
Wyoming					10	159	275					1	8	29
Colorado					47	2,452	3,683			3	152	3	54	72
New Mexico	1	70			7	123	176	2	35	1	70			
Arizona					2	86	102			1	50	1	1	5
Utah					6	516	778	1	60	2	110	11	1,133	834
Nevada					10	198	289							
Idaho					7	228	256			1	50	3	72	56
Washington					76	1,860	2,956	2	59	6	195	7	274	204
Oregon					39	1,083	1,617	3	165	8	328	4	210	155
California			1	670	117	6,306	8,785	21	852	33	1,220	9	108	198

TEACHERS.

The teaching force of our secondary schools shows but little approach to uniformity as regards scholastic or professional preparation. On the whole, our standards seem to be rising, but the goal which has often been proposed—that our high-school teachers should be college graduates, and should have had, moreover, some substantial pedagogic training—is still far off, if we consider the schools of the country as a whole. Probably the highest requirement exacted by any State is that of California. Here the certificate authorizing the holder to teach in public high schools is granted by county boards of education on the basis of credentials approved or issued by the State board of education. Among the powers and duties of the State board, prescribed by law, are the following:

(a) To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this State. No credentials shall be prescribed or allowed unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the State board of education of this State, and include a recommendation for a high-school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

(b) The said board shall also consider the cases of individual applicants who have taught successfully for a period of not less than twenty school months, and who are not possessed of the credentials prescribed by the board under the provisions of this section. The said board, in its discretion, may issue to such applicants special credentials upon which they may be granted certificates to teach in the high schools of the State. In such special cases the board may take cognizance of any adequate evidence of preparation which the applicants may present. The standard of qualification in such special cases shall not be lower than that represented by the other credentials named by the board under the provisions of this section.^a

^a Political code of California, sec. 1521, paragraph 2.

The State board of education, acting under the provisions of paragraph (a), have approved of the granting of high-school teachers' certificates to graduates of institutions included in the membership of the Association of American Universities, who have had regular professional training equivalent in amount to twelve hours a week for one-half year, and who are specially recommended by their respective universities; "provided, that after July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the department of education."

METHODS OF INSTRUCTION.

The most marked tendency of recent times affecting our methods of instruction is that which has appeared with the introduction of students' laboratories in the natural sciences. No course in any of the sciences is now considered adequate which does not embrace a considerable amount of manipulation, experiment, and observation on the part of the students themselves, together with such practice in drawing, description, inference, and record making as properly accompanies these exercises. The better high-school buildings are now regularly equipped with ample laboratory facilities for the study of one or more of the sciences. Such work has already come to have well-defined standards and traditions, and has accordingly gained a secure place in our scholastic organization. At the same time, this type of instruction is greatly influencing the instruction in other branches than the natural sciences. With such modification as difference of subject matter would suggest, the laboratory method is coming to be the characteristic method of a large portion of the studies pursued in our secondary schools. The typical methods of the schools, on which the laboratory method is slowly making inroads, is that of the assignment by the teacher and recitation by the pupil of lessons from a text-book. This is perhaps still the dominant method, but it is undergoing many modifications.

STUDENT ACTIVITIES.

More and more the various organizations formed by students—literary, musical, athletic, religious, and other—are coming to recognition as vital factors in our secondary education. In many ways students are educating themselves. In their several societies they are learning the principles and practice of self-reliance, individual initiative, cooperation, and many other good things. They are also bringing forward many new and extremely difficult problems in the conduct of schools, and the consideration of these problems fills a large place in current educational discussions. School athletics in particular are bringing forward new questions and new difficulties. Principal A. E. Stearns, of Phillips Andover Academy, a firm friend of athletics, recently declared that, "The moral benefits [of school athletics] far outweigh the physical. But abuses which have been steadily creeping in during the last quarter of a century are rapidly offsetting the benefits."

THE THEORY OF SECONDARY EDUCATION.

In view of the greatly widening functions of the schools and the many new responsibilities which they must face, it is not surprising that those having to do with secondary education show a growing interest in the theory underlying their practice. Our middle schools are now, on the whole, less under the dominance of rule-of-thumb than they were a few years ago. There is less appeal to ready-made and long-settled arguments in the discussions of teachers' societies and more of looking for better reasons. We can hardly be said to have wrought out any well-organized theory as yet. So far as any cleavage into pedagogical parties has appeared, the division is between those who would emphasize the psychology of the individual and those who would have regard first of all to the demands of civilized society. But

this distinction is very elusive and fluctuating. Some fair beginnings have been made of a literature of educational doctrine in this secondary field, and much more may be fairly expected in the near future, but as yet the beginnings and the expectation are nearly all that we have.

INCREASE OF SCHOOLS AND ATTENDANCE.

The enormous increase of attendance in our institutions of secondary education within the past few years is apparent from the table presented on page 566. In the following table more complete statistics are presented for the year 1902, and the attendance of students in both secondary and higher institutions is compared with the total population.^a

Number of secondary students to each 1,000 inhabitants in each State in 1902; also number of students in higher education to each 1,000 of population.

State or Territory.	Estimated total population in 1902.	Total number secondary students in 1902.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1902.	Number students in higher education to each 1,000 inhabitants.
United States.....	78,544,816	734,760	9.35	246,063	3.13
North Atlantic Division.....	21,802,750	238,079	10.92	73,298	3.36
South Atlantic Division.....	10,696,435	56,542	5.29	29,675	2.77
South Central Division.....	14,715,700	73,627	5.00	29,817	2.03
North Central Division.....	26,912,400	318,186	11.82	97,692	3.63
Western Division.....	4,417,531	48,326	10.94	15,681	3.55
North Atlantic Division:					
Maine.....	700,750	11,568	16.51	2,039	2.91
New Hampshire.....	419,000	5,965	14.24	1,056	2.52
Vermont.....	345,950	4,737	13.69	990	2.86
Massachusetts.....	2,856,000	46,421	16.25	14,992	5.25
Rhode Island.....	451,000	4,352	9.65	1,202	2.67
Connecticut.....	955,600	11,593	12.13	4,007	4.19
New York.....	7,553,500	84,726	11.22	24,741	3.28
New Jersey.....	1,986,000	17,029	8.57	3,314	1.67
Pennsylvania.....	6,535,000	51,688	7.91	20,957	3.21
South Atlantic Division:					
Delaware.....	184,735	1,265	6.85	142	0.77
Maryland.....	1,204,000	7,829	6.50	5,608	4.65
District of Columbia.....	289,500	4,929	17.03	3,315	11.45
Virginia.....	1,883,000	8,612	4.57	5,089	2.70
West Virginia.....	979,900	3,948	4.03	1,723	1.76
North Carolina.....	1,956,000	9,203	4.71	4,581	2.34
South Carolina.....	1,382,000	6,765	4.90	3,320	2.40
Georgia.....	2,256,000	10,949	4.85	5,366	2.38
Florida.....	561,300	3,042	5.42	536	0.95
South Central Division:					
Kentucky.....	2,210,000	11,512	5.21	5,096	2.31
Tennessee.....	2,044,000	13,191	6.45	8,022	3.92
Alabama.....	1,919,000	6,629	3.45	3,548	1.85
Mississippi.....	1,580,000	7,149	4.52	2,966	1.88
Louisiana.....	1,441,000	5,273	3.66	2,641	1.83
Texas.....	3,191,000	21,951	6.88	4,756	1.49
Arkansas.....	1,353,000	5,287	3.91	1,569	1.16
Oklahoma.....	519,700	1,579	3.04	1,196	2.30
Indian Territory.....	458,000	1,056	2.31	23	0.05
North Central Division:					
Ohio.....	4,238,000	56,399	13.31	12,953	3.06
Indiana.....	2,528,000	32,099	12.70	12,169	4.81
Illinois.....	4,940,000	50,760	10.28	19,723	3.99
Michigan.....	2,445,500	31,476	12.87	8,613	3.52
Wisconsin.....	2,103,000	22,071	10.50	6,869	3.27
Minnesota.....	1,853,000	18,300	9.85	5,543	2.98
Iowa.....	2,233,000	34,489	15.45	9,752	4.37
Missouri.....	3,200,000	28,876	9.02	11,126	3.48
North Dakota.....	371,800	2,151	5.79	592	1.59
South Dakota.....	428,100	4,156	9.71	1,128	2.69
Nebraska.....	1,080,000	18,554	17.18	3,696	3.42
Kansas.....	1,487,000	18,855	12.68	5,428	3.65

^a Report of the Commissioner of Education for 1902, vol. 2, p. 1694.

Number of secondary students to each 1,000 inhabitants in each State in 1902; also number of students in higher education to each 1,000 of population—Continued.

State or Territory.	Estimated total population in 1902.	Total number secondary students in 1902.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1902.	Number students in higher education to each 1,000 inhabitants.
Western Division:					
Montana	261,600	2,496	9.54	319	1.22
Wyoming	92,531	564	6.10	126	1.36
Colorado	611,000	7,459	12.21	2,211	3.62
New Mexico	219,000	736	3.35	286	1.30
Arizona	139,500	505	3.62	136	0.97
Utah	286,100	4,720	16.50	683	2.39
Nevada	43,000	615	14.30	206	4.79
Idaho	180,000	851	4.60	404	2.24
Washington	618,000	6,319	10.22	1,736	2.81
Oregon	425,000	4,183	9.83	1,606	3.77
California	1,540,000	19,898	12.92	7,968	5.17

It appears from this table that already nearly 1 per cent of our population is enrolled in our secondary schools. In nineteen of our forty-five States the proportion is above 1 per cent. In Nebraska it reaches the surprisingly high proportion of 17.18 thousandths. It should be added that the recent increase in attendance is coincident with a bettering of standards of instruction. There are doubtless many influences at work to produce this rising tide. The growing interest in higher education has strengthened the middle schools; and the growth of the middle schools, too, has helped the schools above. The freedom with which our schools and courses are differentiated to meet a variety of needs has made them attractive to youth of diverse aspirations. The public character of many occupations of the school makes it a center of widespread interest and criticism, all of which serves as a suggestion to young people to go on in their studies that they may share in that interesting life. The provision for free tuition, even for students whose homes are in communities remote from the school, encourages many to go on to the high school, when they could not otherwise hope for more than the training of the elementary grades. Even before any effective compulsion has been established in many of the States to secure attendance on the lower schools, public sentiment and the enactments of legislatures, it would seem, are setting a new standard of schooling, making the norm for capable boys and girls include some instruction at least of secondary grade. What this tendency shall bring forth for our civilization can not be foreseen, but it will not be without some notable result.

BIBLIOGRAPHICAL NOTES.

Statistical material and occasional discussions of very great value are to be found in the Reports of the Commissioner of Education, published annually at Washington. Much valuable matter appears also in the annual or biennial reports of the more important State systems. Especial attention should be called to the annual reports of the high school department of the University of the State of New York, published at Albany. Among educational periodicals may be mentioned the *School Review* (monthly), published at the University of Chicago, which is devoted wholly to secondary education (a classified index of the first ten volumes has been issued recently); the *Educational Review* (monthly, New York), which contains numerous articles relating to secondary education, and the *Pedagogical Seminary* (quarterly, Worcester, Mass.), which contains contributions to the psychology of adolescence and related topics. Several associations which have to do wholly or chiefly with this grade of instruction publish annual reports of their proceedings. Among the most important of these are the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Association of Colleges and Preparatory Schools of the Southern States, and the North Central Association of Colleges and Secondary Schools. With these should be included the proceedings of the annual convocation of the University of the State of New York.

Two important documents which have been referred to are the following:

Report of the committee [of ten] on secondary school studies. . . . Washington, 1893, pp. 249 (reprinted by the American Book Company); and

Report of the committee on college-entrance requirements. . . . Published by the National Educational Association, 1899, pp. 188.

Two valuable monographs recently issued are the following:

BROOME, EDWIN CORNELIUS. A historical and critical discussion of college-admission requirements. New York: The Macmillan Company, 1903, pp. 157.

JONES, DAVID RHYS. State aid to secondary schools. In University of California Publications in Education, vol. 3, no. 2. Berkeley, Cal., 1903, pp. 47-150.

Mention may be made also of the following:

BROWN, ELMER ELLSWORTH. The making of our middle schools; an account of the development of secondary education in the United States. New York: Longmans, Green & Co., 1903, pp. 13+547.



CHAPTER XIII.

EDUCATION IN FRANCE.

France, Republic: Area, 204,092 square miles; population, 38,961,945 (1901). Civil divisions having special functions in educational administrations: departments (90 in number, including 3 in Algiers); communes (cities or villages).

PREVIOUS ARTICLES.

[In the following index to chapters in previous Reports of this series relative to education in France, mention is made only of special subjects considered in each chapter. In addition to these special topics the chapters present detailed statistics, current and comparative, with a brief conspectus of the system of public instruction.]

The educational system of France. (Report, 1888-89, vol. 1, pp. 112-149.)

Report of the educational congresses and exhibition held in Paris, 1889. (Report, 1889-90, vol. 1, pp. 41-186, by W. H. Widgery.)

Statistics for 1888-89. (Ibid., pp. 249-261.)

Elementary education in London and Paris. (Ibid., pp. 263-280.)

Statistics, 1890-91; progress of primary schools since Guizot's law, 1833; higher primary and classical schools of France. (Report, 1890-91, vol. 1, pp. 95-124.)

Statistics for 1892; proposed transformations and development of state faculties. (Report, 1891-92, vol. 1, pp. 73-95.)

Civil service in France, by W. F. and W. W. Willoughby. (Ibid., pp. 369-412.)

Inspection of infant schools; recent changes in the baccalaureate; reorganization of medical studies and of the scientific course preparatory thereto. (Report, 1892-93, vol. 1, pp. 219-237.)

Statistics for 1891-1893; recent modifications in secondary and superior education; progress of the system of primary instruction; schools for adults; movements for the admission of American students to the universities of France. (Report, 1894-95, vol. 1, pp. 289-312.)

Statistics for 1894-95; proposed modifications of secondary institutions; the law of July 10, 1896, transforming the state faculties into universities; status of medical students in France, with special reference to foreigners; Dr. Alcée Fortier on the French lycées. (Report, 1895-96, vol. 1, pp. 611-639.)

Opening of the universities under the law of July 10, 1896; the new doctorate open to foreigners; state secondary schools *v.* church establishments; the law of July, 1893, respecting salaries of teachers of primary schools; the superior primary schools, progress, organization, and scope; M. Boutmy on the reform of the baccalaureate; M. Bréal on the study of Greek. (Report, 1896-97, vol. 1, pp. 29-70.)

Statistics, 1896; decentralizing movement; the reconstruction of the universities; efforts for strengthening the moral influence of the schools; temperance instruction; manual training and technical schools; report of Mr. Charles Copland Perry on technical education in France; the admission of American students into French universities; review of the career of M. Victor Duruy, minister of public instruction, 1863-1869, by the Duc de Broglie; review of the work of M. Henri Marion, first professor of the science of education at the Sorbonne, by M. F. Buisson. (Report, 1897-98, vol. 1, pp. 694-788.)

The universities, as organized under the law of 1896; tabular view, 1887 and 1897; admission of foreign students; the university doctorate created under decree of 1897; primary education; work of the Republic reviewed; secondary education; congress of professors; commission of inquiry. (Report, 1898-99, vol. 1, pp. 1086-1138.)

Education at the Paris Exposition. (Report, 1899-1900, vol. 2, pp. 1661-1709.)

Proposed reform of state secondary schools; public lycées and colleges for girls; universities, reorganization and recent development; the congress of primary education. (Report, 1899-1900, vol. 1, pp. 1711-1732.)

Retrospective and current survey of state education; the system of primary school inspection; the new scheme of secondary education; the law subjecting religious orders to civic authority; conspectus of courses of study in the University of Paris; the new university doctorates; international correspondence of students; the teaching of "la morale" in the primary schools; the simplification of French syntax. (Report, 1901, vol. 1, pp. 1081-1136.)

Statistics 1899-1900; new programmes of secondary schools, Doctor Compayré; the reorganized universities, special reports by M. Liard and M. Maurice-Faure; professional and financial status of French primary teachers; report of special commission. (Report 1902, vol. 1, pp. 667-719.)

The characteristic features of the system of public instruction in France have been very fully presented in previous Reports of the Commissioner of Education, as indicated above, and the development of the system set forth by the record of legislative and administrative measures and detailed statistics.

Since the publication of the last Report of this series no complete official report of public education in France has been issued, and no changes of any moment have taken place in the administration of the system. This chapter presents, therefore, only statistical summaries bringing the record down to 1902, supplemented by a detailed view of the work of the various classes of schools which in the French system are included in the division of primary education. For purposes of comparison the programme of French secondary schools is also included in the presentation, and likewise programmes of public schools in our own country.

TOPICAL OUTLINE.

Statistics, current and retrospective. Detailed view of the system of primary instruction: General administration; classification of primary schools; subjects of instruction—infant schools, elementary primary schools, branches, and typical programmes; typical programmes for elementary schools in the United States. Examination for the certificate of primary studies, marking the passage from the elementary primary to the higher primary schools. Higher primary schools: Origin; organization; separation from schools of commerce and industry; typical programmes; programmes of high schools in the United States. The National Industrial Schools (*Écoles nationales professionnelles*) of France: origin; general character; programme. Programme of the primary normal schools. Programme of French secondary schools (*lycées* and communal colleges). Enrollment in the several classes of higher primary schools and public secondary schools in 1901.

STATISTICAL SUMMARIES.

Table I presents the summarized statistics of the schools and universities of France for the latest year reported. The remaining tables bring the current statistics into comparison with those of earlier date.

From Table II it will be seen that the maximum enrollment in primary schools was reached in 1888-89. The subsequent decline has taken place wholly in France proper, excluding Algiers, in which division there has been a slight but steady increase from an enrollment of 78,001 pupils in 1888-89 to 114,809 in 1900-1901. The decline of enrollment in France, exclusive of Algiers, is in reality small, amounting to 96,601 pupils, or 1.7 per cent. This is accounted for as follows:

(1) Decrease in the school population of France (ages 6 to 13), which, as shown in Table V, amounted to 3,145, or 0.07 per cent, between the census years 1891 and 1896; (2) rapid advance of pupils in the primary schools, with the result that the leaving certificate (*certificat d'études primaires*) is obtained at an earlier age than formerly; (3) less vigorous enforcement of the obligatory school law.

Since 1888-89, which marked the end of the period assigned by the law of 1886 for the full secularization—that is, elimination of clerical teachers—of public schools for boys, the enrollment in public primary schools has fallen off to a noticeable degree, while the clerical schools (schools under the religious orders) have increased their enrollment. The extent of this transfer is indicated in Tables III and IV. From the latter table it will be seen that the primary schools under religious orders classed as public (that is State-supported) attended by boys had been very nearly eliminated by 1901, and the corresponding schools for girls were rapidly declining. The private clerical schools on the other hand were increasing their enrollment. These details would possess little general interest but for the fact that the struggle between state and church for supremacy in education has become the chief issue in the politics of the country. Recent measures which threaten to deprive the religious orders of

all rights to teach in the State have been fully explained in previous Reports of this series.^a

Tables VI-VIII, with the accompanying comments, relate to the teaching force. Tables IX and X, showing the expenditure for public primary schools, as set forth in the quinquennial reports of the minister of public instruction, complete the retrospective survey of primary education. The three remaining tables relate to secondary schools (lycées and colleges), the universities, and higher technical or special schools.

TABLE I.—*Statistical summary of education in France.*

Classes of institutions.	Date.	Enrollment.			Professors and teachers.			Total expenditure.
		Male.	Female.	Total.	Men.	Women.	Total.	
Infant schools (écoles maternelles), public and private (ages, 2 to 6)	1900-1901	376, 246	378, 001	754, 247	-----	10, 077	10, 077	-----
Primary schools:								
Public	1900-1901	2, 313, 268	1, 835, 954	4, 149, 222	56, 645	51, 286	107, 931	\$39, 672, 817
Private	1900-1901	451, 357	926, 221	1, 377, 578	11, 250	38, 336	49, 586	-----
Total primary schools		2, 764, 625	2, 762, 175	5, 526, 800	67, 895	89, 622	157, 517	-----
Primary normal schools (ages, 16 to 19) ..	1897	3, 865	3, 871	7, 736	-----	-----	-----	-----
Secondary schools:								
Public (ages, 8 to 20) ..	1900	88, 202	23, 368	115, 570	-----	-----	-----	8, 544, 816
Private (ages, 8 to 20) ..	1899	102, 007	-----	102, 007	-----	-----	-----	1, 672, 946
Universities:								
Public	1901-2	29, 286	1, 084	30, 370	-----	-----	-----	806, 217
Private	1897-98	-----	-----	1, 407	-----	-----	-----	-----

TABLE II.—*Retrospective view of pupils in the primary schools.*

Year.	Total number of pupils. ^b	Boys.	Girls.	Pupils in schools.			
				Public.	Private.	Secular.	Belonging to religious orders.
1837.....	2, 690, 035	1, 579, 888	1, 110, 147	2, 046, 455	643, 580	-----	-----
1840.....	2, 896, 934	1, 656, 662	1, 240, 272	2, 216, 767	680, 167	-----	-----
1843.....	3, 164, 297	1, 812, 709	1, 351, 588	2, 407, 425	756, 872	2, 457, 380	706, 917
1847.....	3, 530, 135	2, 176, 079	1, 354, 056	-----	-----	-----	-----
1850.....	3, 322, 423	1, 793, 667	1, 528, 756	2, 601, 619	720, 804	2, 368, 627	953, 796
1861.....	4, 286, 641	-----	-----	-----	-----	2, 744, 667	1, 541, 974
1863.....	4, 336, 368	2, 265, 756	2, 070, 612	3, 413, 830	922, 538	2, 725, 694	1, 610, 764
1865.....	4, 436, 470	2, 306, 792	2, 129, 678	3, 477, 612	958, 928	2, 763, 524	1, 672, 946
1866.....	4, 515, 967	2, 343, 781	2, 172, 186	3, 537, 709	978, 258	2, 820, 670	1, 695, 297
1872.....	4, 722, 754	2, 445, 216	2, 277, 538	3, 835, 991	886, 763	-----	-----
1875.....	4, 809, 728	2, 450, 683	2, 359, 045	4, 049, 953	759, 775	2, 938, 709	1, 871, 019
1876-77.....	4, 716, 935	2, 400, 882	2, 316, 053	3, 823, 348	893, 587	2, 648, 562	2, 068, 373
1878-79.....	4, 869, 087	2, 478, 417	2, 390, 670	3, 982, 802	886, 285	3, 027, 560	1, 841, 527
1879-80.....	4, 949, 591	2, 518, 401	2, 431, 190	4, 015, 097	934, 494	3, 144, 938	1, 804, 653
1880-81.....	5, 049, 363	2, 568, 339	2, 481, 024	4, 079, 968	969, 395	3, 276, 982	1, 772, 381
1881-82.....	5, 341, 211	2, 708, 510	2, 632, 701	4, 359, 256	981, 955	3, 567, 861	1, 773, 350
1882-83.....	5, 432, 151	2, 743, 564	2, 688, 587	4, 409, 310	1, 022, 841	3, 655, 035	1, 777, 116
1883-84.....	5, 468, 381	2, 759, 050	2, 709, 631	4, 421, 212	1, 047, 469	3, 701, 596	1, 767, 085
1884-85.....	5, 531, 229	2, 790, 169	2, 741, 060	4, 463, 372	1, 067, 857	3, 778, 611	1, 752, 618
1885-86.....	5, 585, 898	2, 823, 964	2, 761, 874	4, 502, 059	1, 083, 779	3, 836, 826	1, 749, 012
1886-87.....	5, 596, 919	2, 829, 127	2, 767, 792	4, 505, 109	1, 091, 810	3, 877, 185	1, 719, 734
1887-88.....	5, 616, 510	2, 837, 624	2, 778, 986	4, 492, 894	1, 123, 616	3, 901, 565	1, 714, 945
1888-89.....	5, 623, 401	2, 833, 218	2, 790, 183	4, 446, 851	1, 176, 550	3, 915, 915	1, 707, 486
1889-90.....	5, 601, 567	2, 823, 877	2, 777, 690	4, 405, 543	1, 196, 024	3, 896, 700	1, 704, 867
1890-91.....	5, 593, 883	2, 823, 428	2, 770, 455	4, 384, 905	1, 208, 978	3, 912, 013	1, 681, 870
1891-92.....	5, 556, 470	2, 805, 849	2, 750, 621	4, 281, 133	1, 275, 287	3, 900, 977	1, 655, 493
1892-93.....	5, 554, 115	2, 800, 316	2, 753, 739	4, 257, 337	1, 236, 178	3, 904, 265	1, 649, 850
1893-94.....	5, 548, 180	2, 799, 089	2, 749, 091	4, 241, 912	1, 306, 268	3, 906, 219	1, 641, 961
1894-95.....	5, 540, 095	2, 790, 710	2, 749, 385	4, 215, 411	1, 324, 684	3, 900, 240	1, 639, 565
1895-96.....	5, 533, 511	2, 788, 215	2, 745, 296	4, 199, 727	1, 333, 784	3, 898, 806	1, 634, 705
1896-97.....	5, 531, 418	2, 782, 547	2, 748, 871	4, 190, 320	1, 341, 098	3, 911, 806	1, 618, 612
1897-98.....	5, 535, 125	2, 777, 739	2, 757, 386	4, 177, 590	1, 357, 535	3, 914, 352	1, 620, 473
1898-99.....	5, 539, 299	2, 774, 195	2, 765, 104	4, 169, 578	1, 369, 721	3, 938, 842	1, 600, 457
1899-1900.....	5, 530, 237	2, 766, 268	2, 763, 964	4, 158, 912	1, 371, 320	3, 953, 742	1, 576, 490
1900-1901.....	5, 526, 800	2, 764, 625	2, 762, 175	4, 149, 222	1, 377, 578	3, 984, 419	1, 542, 381

^a Report of the Commissioner of Education for 1900-1901, vol. 1, ch. xxiv, p. 116. Report for 1902, vol. 1, ch. xv, p. 687.

^b Infant schools not included. Algiers not included prior to 1886-87.

TABLE III.—*Proportion of total enrollment in different classes of primary schools at dates specified.*

Year.	Public.	Private.	Secular.	Schools of religious orders.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1887	76	24		
1849	76.5	23.5		
1850	78.3	21.7	71.2	28.8
1866	78.3	21.7	62.4	37.6
1877	81	19	56	44
1881-82	81.6	18.4	66.8	33.2
1887-88	79.9	20.1	69.5	30.5
1891-92	77.1	22.9	70.1	29.9
1896-97	75.7	24.3	70.7	29.3
1898-99	75.3	24.7	71	29
1899-1900	75.2	24.8	71.5	28.5
1900-1901	75.07	24.93	72.09	27.91

TABLE IV.—*Enrollment in the several classes of primary schools at dates specified.*

Classification of schools.	Enrollment.			Per cent of increase or decrease.	
	1891-92.	1896-97.	1900-1901.	1891-92 to 1896-97.	1896-97 to 1900-1901.
SECULAR.					
Public:					
Boys.....	2,318,349	2,292,639	2,295,502	- 1.1	+ 0.11
Girls.....	1,434,901	1,487,766	1,568,987	+ 3.7	+ 5.45
Private:					
Boys.....	53,955	48,199	45,910	-10.7	- 4.74
Girls.....	97,772	83,202	74,320	-11.3	-10.67
CLERICAL (UNDER RELIGIOUS ORDERS).					
Public:					
Boys.....	36,969	25,766	18,066	-30.3	-23.88
Girls.....	490,964	384,149	266,967	-21.8	-30.5
Private:					
Boys.....	396,576	415,943	405,447	+ 4.9	- 2.52
Girls.....	730,984	793,754	851,901	+ 8.6	+ 7.32

TABLE V.—*Retrospective view of population, as shown at census dates, and ratio of enrollment in primary schools to total population.*

Year.	Total population.	Increase (+) or decrease (-).	Children between 6 and 13, inclusive.	Increase (+) or decrease (-).	Ratio to total population.	Ratio of enrollment in primary schools to total population.
		<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1876	36,905,788		4,502,506		12.2	12.78
1881	37,672,048	+2.1	4,586,349	+1.85	12.17	13.97
1886 ^a	38,218,903	+3.55	4,729,144	+5.03	12.4	14.46
1891	38,343,192	+ .32	4,639,526	-1.89	12.1	14.49
1896	38,517,975	+ .79	4,636,381	- .07	12.03	14.37
1901	38,961,945	+1.15				14.20

^a Algiers included for this and subsequent years.

TABLE VI.—*Number and classification of teachers of primary schools at specified dates.*

Year.	Total number teachers.	Men.	Women.	Men and women.	
				Public.	Private.
1837.....	59,735	39,302	20,433	38,465	21,270
1840.....	63,409	40,504	22,905	40,843	22,566
1843.....	75,535	47,301	28,234	50,446	25,089
1863.....	108,799	49,585	59,214	70,441	38,358
1872.....	110,238	50,549	59,689	75,062	35,176
1876-77.....	110,709	51,717	58,992	80,063	30,646
1878-79.....	117,451	53,941	63,510	82,343	35,108
1879-80.....	119,870	55,182	64,688	85,581	36,289
1880-81.....	122,760	56,410	66,350	85,451	37,309
1881-82.....	124,965	58,137	66,828	88,220	39,745
1882-83.....	129,657	60,624	69,033	92,200	37,557
1883-84.....	132,580	61,654	70,926	94,784	37,796
1884-85.....	133,900	62,158	71,742	95,810	38,090
1885-86.....	137,000	63,670	73,330	97,996	39,004
1886-87 <i>a</i>	138,655	64,039	74,616	98,769	39,886
1887-88.....	141,063	64,631	76,432	100,417	40,646
1888-89.....	142,600	65,181	77,419	100,913	41,747
1889-90.....	143,259	65,312	77,947	101,144	42,115
1890-91.....	146,247	65,763	80,484	103,769	42,478
1891-92.....	146,674	66,363	80,311	102,486	44,188
1892-93.....	148,394	66,965	81,429	103,513	44,881
1893-94.....	149,271	67,071	82,200	104,028	45,243
1894-95.....	150,913	67,265	83,648	105,162	45,751
1895-96.....	151,563	67,203	84,360	105,587	45,976
1896-97.....	152,277	67,339	84,938	105,774	46,503
1897-98.....	153,505	.....	.....	106,355	47,150
1899-1900.....	156,625	.....	.....	107,637	48,988
1900-1901.....	157,517	67,895	89,622	107,931	49,586

a For this and for subsequent years Algiers included.TABLE VII.—*Lay v. clerical teachers.*

PUBLIC SCHOOLS.

	1886-87.	1891-92.	1896-97.	1900-1901.	Increase or decrease, 1886-87 to 1896-97.	Increase or decrease, 1897 to 1900-1901.
Men:					<i>Per cent.</i>	<i>Per cent.</i>
Lay	53,072	55,559	56,373	56,645	+ 6.21	+ 0.48
Belonging to religious orders.....	2,544	132	.....	.....	-100.00	.....
Total.....	55,617	55,691	56,373	56,645	+ 1.35	+ .48
Women:						
Lay	29,887	35,446	40,385	44,890	+ 35.12	+11.15
Belonging to religious orders.....	13,265	11,349	9,013	6,396	- 32.65	-29.03
Total.....	43,152	46,795	49,398	51,286	+ 14.47	+ 3.82
Grand total	98,769	102,486	105,774	107,931	+ 7.09	.....

PRIVATE SCHOOLS.

Men:						
Lay	1,842	1,423	1,278	1,202	- 30.61	- 5.94
Belonging to religious orders.....	6,580	9,249	9,685	10,048	+ 47.18	+ 3.74
Total.....	8,422	10,672	10,963	11,250	+ 30.17	+ 2.61
Women:						
Lay	6,923	6,186	5,500	5,190	- 20.55	.....
Belonging to religious orders.....	24,541	27,330	30,040	33,146	+ 22.40	- 5.63
Total.....	31,464	33,516	35,540	38,336	+ 13.00	+10.33
Grand total	39,886	44,180	46,503	49,586	+ 16.58	+ 7.83

TABLE VIII.—*Proportion of lay and of clerical teachers for the years specified.*

	Public schools.				Private schools.			
	1886-87.	1891-92.	1896-97.	1900-1901.	1886-87.	1891-92.	1896-97.	1900-1901.
Men:	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
Lay	95.42	99.8	100.00	100.00	21.87	13.33	11.65	10.87
Belonging to religious orders	4.58	.2	.....	.....	78.13	86.70	88.35	89.13
Women:								
Lay	69.26	75.74	81.75	87.52	22.00	18.45	15.47	13.54
Belonging to religious orders	30.74	24.26	18.25	12.48	78.00	81.55	84.53	86.46

Of the teachers in the public schools, 97 per cent on a total of 105,774 employed in 1897 were possessed of diplomas and 43 per cent of the highest diploma (*certificat d'aptitude pédagogique*). The proportion of certificated teachers in the private schools was 87 per cent on a total of 46,503.

The remarkable progress made by France in securing trained teachers for its public schools is due in great measure to the liberal provision of normal schools and the high standard at which these are maintained. Every department has complied with the law requiring the establishment of two normal schools, one for men and the other for women, or has been authorized to combine with another department for this purpose. The State shows its solicitude in this matter by the maintenance of two superior normal schools, one for men at St. Cloud, the other for women at Fontenay-aux-Roses, in which professors are trained for the primary normals. These two superior schools are really post-graduate institutions, requiring for admission either the higher diploma of pedagogy or a bachelor's degree.

The following statistics show the relative status of the primary normal schools at the beginning and end of the last half decade reported:

	Number of schools.	Number of students.	Number of officers and teachers.
1891-92.			
Normal schools for men	87	3,878	890
Normal schools for women	85	3,707	711
1896-97.			
Normal schools for men	87	3,865	897
Normal schools for women	85	3,871	852

The total number of graduates during the half decade 1888 to 1892 was, from the schools for men, 7,189; from the schools for women, 5,615. The corresponding numbers for the half decade 1893 to 1897 were, men, 6,199; women, 6,139. Total for the decade, 25,142, or an average of 2,514 annually.

The certified teachers in the elementary primary schools are divided into five classes, with salaries fixed as follows:

Class.	Male teachers.		Female teachers.	
	<i>Francs.</i>		<i>Francs.</i>	
Fifth	1,000	\$200	1,000	\$200
Fourth	1,200	240	1,200	240
Third	1,500	300	1,400	280
Second	1,800	360	1,500	300
First	2,000	400	1,600	320

Each class contains a certain percentage of the whole body of teachers; hence the significance of the expression "le pourcentage," constantly occurring in discussions of the service. By the law of July 15, 1889, the percentages were fixed as follows:

"Stagiaires, 15 per cent; fifth class, 25 per cent; fourth class, 25 per cent; third class, 20 per cent; second class, 10 per cent; first class, 5 per cent."

The rigid adherence to these proportions had produced such a crowded state in the upper classes that for several years there had seemed no hope of promotion for teachers in the lower classes. This discouraging prospect combined with the low salaries, which are inferior to those in other branches of the civil service, has proved a serious evil, destroying the prestige of the teaching service and deterring young men and women from entering it. The matter has recently been made the subject of special investigation^a and measures are now pending which it is hoped will greatly ameliorate the financial and social condition of the primary teachers. Meanwhile slight relief has been furnished by a clause in a financial law of 1900 changing the proportion of teachers allowed to each class and appropriating a sum of money (\$1,000,000) to provide for the increase of salaries as required by the readjustment and pensions for the retirement of a number of aged or infirm teachers.

Under the new adjustment the proportion of teachers in four of the six classes is changed as follows: Stagiaires (probationers) reduced from 15 to 10 per cent of total; fifth class from 25 to 20 per cent; third class raised from 20 to 25 per cent; second class raised from 10 to 15 per cent.^b

TABLE IX.—*Total current expenditures for public primary schools.*

Year.	Total expenditures.		Proportion from each contributory source.		
			State.	Departments.	Communes.
	<i>Francs.</i>		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1877.....	94,397,554	\$18,879,510	25	18	57
1881-82.....	132,314,010	26,462,802	66.25	13.22	20.53
1886-87.....	172,900,515	34,580,103	48.80	10.50	40.90
1891-92.....	186,806,075	37,261,215	67.60	.....	32.40
1896-97.....	214,015,250	42,808,050	67.02	.....	32.98
1900.....	198,364,089	39,672,817	77.88	.72	21.4

TABLE X.—*Expenditure per capita for years specified.*

Year.	Per capita of population.		Per capita of enrollment in public primary schools (infant schools included).	
	<i>Francs.</i>		<i>Francs.</i>	
1877.....	2.55	\$0.51	23.45	\$4.69
1881-82.....	3.51	.70	30.25	6.05
1886-87.....	4.52	.90	34.85	6.97
1891-92.....	4.82	.96	39.26	7.85
1896-97.....	5.55	1.11	46.00	9.20
1900.....	5.09	1.02	43.03	8.67

^a For report of this investigation see Report of Commissioner for 1902, vol. 1, pp. 708-719.

^b As this report goes to press it is announced that the percentage requirement has been annulled.

TABLE XI.—*Enrollment in secondary schools for boys.*

Classes of institutions.	1887. ^a	1892. ^b	1893. ^b	1894. ^b	1895. ^b	1896. ^b
State schools:						
Lycées	53,816	52,945	53,974	53,490	53,962	53,290
Colleges	36,086	32,508	32,709	32,421	32,161	32,224
Total	89,902	85,453	86,682	85,911	86,123	85,514
Schools of religious associations:						
Classical	50,085	51,087	51,377	56,265	57,250	58,506
Petits séminaires (preparatory to theological schools)		23,948	23,849	25,354	25,407	21,737
Total	50,085	75,035	75,226	81,619	82,657	80,243
Private secular schools	20,174	16,306	14,028	14,214	12,011	13,599
Total non-State	70,259	91,341	89,254	95,833	94,668	93,842
Grand total	160,161	176,794	175,937	181,741	180,791	179,356

Classes of institutions.	1897. ^b	1898. ^c	1899. ^c	1900. ^d	1901. ^d
State schools:					
Lycées	52,427	51,892	52,708	52,969	54,830
Colleges	32,412	32,510	32,891	32,569	33,372
Total	84,839	84,402	85,599	85,538	88,202
Schools of religious associations:					
Classical	62,188	67,643	68,825		
Petits séminaires (preparatory to theological schools)	22,381	23,497	23,000		
Total	84,569	91,140	91,825		
Private secular schools	12,813	9,725	10,182		
Total non-State	97,382	100,865	102,007		
Grand total	182,221	185,267	187,606		

^a From *Statistique de l'enseignement secondaire des garçons*, 1887, pp. lvi, lxxviii, xcviii.^b Rapports faits au nom de la commission du budget, etc.—*Service de l'instruction publique*, par M. Bouge, 1897, pp. 124, 125; also 1898, pp. 32, 33.^c The same, by M. Perreau, 1901, pp. 69, 70.^d The same, by M. Maurice-Faure, 1902, pp. 443, 445.TABLE XII.—*Distribution of university students in the different faculties.*

Faculties.	Number of university students.			
	Jan. 15, 1900.		Jan. 15, 1901.	
	State uni- versities.	Independ- ent uni- versities.	State uni- versities.	Independ- ent uni- versities.
Law	9,709	1,109	10,152	996
Medicine	8,781	151	8,627	139
Sciences	3,857	185	3,910	158
Letters	3,476	168	3,723	181
Pharmacy	3,395	16	3,347	14
Protestant theology	159		142	
Total	29,377	1,629	29,901	1,488

TABLE XIIa.—*Distribution of students in State universities.*

Designation of university.	Faculties, 1887-88.		Universities, 1897-98.		1900.	1901. ^d
	Number of students. ^a	Income. ^a	Number of students. ^b	Income. ^b	Number of students. ^c	Number of students.
Paris.....	9, 140	\$655, 284	12, 131	\$1, 005, 588	12, 192	12, 289
Aix Marseille.....	433	94, 261	849	129, 983	772	950
Besançon.....	130	43, 797	197	54, 026	237	252
Bordeaux.....	1, 029	142, 064	2, 144	219, 656	2, 124	2, 119
Caen.....	531	101, 556	772	130, 687	609	646
Chambéry.....		2, 600		2, 620		
Clermont.....	96	45, 492	257	53, 027	279	299
Dijon.....	236	69, 897	604	91, 002	649	699
Grenoble.....	318	65, 431	476	86, 192	558	566
Lille.....	810	138, 357	1, 425	195, 057	1, 141	1, 110
Lyon.....	962	175, 640	2, 335	250, 940	2, 465	2, 458
Montpellier.....	890	156, 110	1, 496	188, 960	1, 531	1, 610
Nancy.....	454	158, 255	1, 001	197, 377	1, 064	1, 027
Portiers.....	391	82, 310	944	111, 710	752	821
Rennes.....	659	114, 345	1, 503	161, 992	1, 135	1, 139
Toulouse.....	1, 303	120, 618	1, 885	181, 450	2, 002	2, 040
Schools of medicine not included in the universities.....					1, 005	1, 025
Algiers.....	223	98, 623	763	112, 329	862	881
Total.....	17, 605	2, 294, 640	28, 782	3, 172, 546	29, 377	29, 931

^a Statistique de l'enseignement, 1878-1888, pp. 133-418.^b Statistique de l'enseignement, 1900, pp. 10-180.^c Rapport portant fixation du Budget Général, Ministère de l'Instruction Publique, 1901 (Perreau), pp. 15, 16.^d The same (by Maurice-Faure) for 1902.

The following special schools of university rank are also under the Minister of Public Instruction:

Collège de France (appropriation, 1900, \$104,600), Museum of Natural History (appropriation, \$193,500), Practical School of High Studies [École Pratique des Hautes Études (State appropriation, \$64,200; city, \$7,200)], Superior Normal School (110 students; appropriation, \$103,120), reunited to the University of Paris by a ministerial decree to take effect November 1, 1904; School of Charts [École Nationale des Chartes (students, 69; appropriation, \$14,990)], School of Oriental Languages (students, 415; appropriation, \$33,600), French School of Archæology at Rome (appropriation, \$14,600), French School at Athens (appropriation, \$21,600), École Nationale des Beaux Arts (students, 2,000; appropriation, \$84,052). The remaining special schools, such as the Conservatoire des Arts et Métiers, École Nationale Supérieure de Mines, etc., are under the charge of other ministers (see Table XIII).

TABLE XIII.—*Higher technical schools under other ministries than that of public instruction (ministry of agriculture, of commerce, of war, etc.).*

Institutions.	Number of students.	Budget (State appropriation.)
École Centrale des Arts et Manufactures.....	700	<i>Francs.</i> 700, 600
Conservatoire National des Arts et Métiers, Paris.....	100	500, 000
École des Hautes Études Commerciales.....	320	
Institut National Agronomique, Paris.....	240	331, 860
École Vétérinaire, Alfort.....	294	440, 000
École Nationale d'Agriculture, Grignon.....	120	
École Nationale d'Agriculture, Montpellier.....	200	
École Nationale d'Agriculture, Rennes.....	118	
École Polytechnique, Paris.....	472	1, 300, 000
École Supérieure de Guerre.....	250	
École Spéciale Militaire, St. Cyr (ministry of war).....	520	
École Navale, Brest.....	100	
École Nationale Supérieure des Mines, Paris.....	161	167, 000
École Nationale des Ponts et Chaussées, Paris.....	118	355, 800
École Coloniale.....	46	

The independent or private school of political sciences (École Libre des Sciences Politiques), Paris, registered 600 students in 1901.

THE PRIMARY SCHOOLS.

General administration.—The presentation of the scholastic work of the schools classed as primary is necessarily confined to the official programmes, which, though subject to modification by local school inspectors, are as a rule closely followed. In order to appreciate the authoritative nature of these regulations it is important to bear in mind the chief features of the system to which they pertain. Briefly outlined, these features are centralized control, comprehensive scope, thorough organization and provision for expert direction.

The chief of the system is the minister of public instruction, but the interests of each of the three scholastic divisions, under his charge, primary, secondary and superior, are confided to a director whose authority in his division is scarcely less than that of the minister. In the superior council of public instruction, in which all measures affecting the system are deliberated, the interests of each of the three divisions of the systems are separately considered; their financial affairs are also separately administered. The distinction is preserved in the local administration of the system, which is organized in seventeen divisions called academies. Each academy comprises a university, a group of secondary schools (lycées and communal colleges), and its quota of primary schools.

The authority of the academic chief or rector extends to all grades of education, and he is the intermediary through whom reports, recommendations, etc., are presented to the minister. He is assisted by a council of university professors whose deliberations relate to the affairs of secondary and higher education. The general direction of primary schools in each academy is intrusted to academic inspectors subordinate to the rector. One such inspector is appointed for every department (i. e. districts for civil administration adopted as units for primary school administration). Each department includes two normal schools (one for men the other for women) and at least one public primary school in every commune. Communes of above 500 inhabitants must have a separate school for girls. The academic inspector is the educational chief of the department and has under his general direction a corps of primary inspectors, numbering 1 to about 150 schools, who keep close watch over the schools in their respective districts. The prefect, or civil chief of the department, also has extended authority in respect to primary schools. He presides over the educational council of the department, and also has the appointment of full teachers, but his choice must be limited to a list of candidates approved by the academic inspector. Although every commune must establish at least one public primary school (unless specially authorized to combine with another commune in support of a school), providing the site and building and bearing a proportion of the expense for its maintenance, communal authorities have practically no authority in school matters. The mayor of the commune has the right to visit the school at all times, and there are communal committees who are expected to promote the attendance of pupils and to report violations of the compulsory laws, but they have so far proved of little account.

Finally, the minister of public instruction is kept personally informed of the status of primary schools by a corps of general inspectors who make two annual tours of their respective districts and report directly to the minister the results of their observations.

With the exception of the departmental prefect (appointed for political reasons by the President of the Republic) the educational officials are all chosen upon professional grounds. The rector of an academy (an appointee of the President) must have the doctor's degree, and must have given proof of administrative ability. The academic inspectors are chosen by the minister generally from the professors of secondary education or from the body of primary inspectors; in any case, they must have had experience in teaching or in school administration.

The primary inspectors are selected by competitive examination generally from the élite of the teachers. The examination is the same as for the directors of normal schools, and includes, besides general branches, pedagogy, school law, and school management.

It should be noted also that the councils—the superior council, the academic, and the departmental councils—are constituted with special reference to securing professional advice on scholastic questions.

The superior council of public instruction, which advises with the minister of public instruction, consists of 60 members, one-fourth appointed by the President of the Republic and the remainder elected by their colleagues (professors and teachers), the term of service being four years.

The minister is also assisted by an advisory committee (*comité consultatif*), formed by his own appointment from the company of general inspectors, honorary or acting, and from the highest officials of the system of public instruction.

The academic council, which advises with the rector of the academy, is composed of university professors, of whom four are his own nominees and the remainder elected by their colleagues.

The educational council of a department consists of 14 members, of whom 4 belong to the civil council of the department, 2 are primary inspectors, and the remainder teachers elected by their colleagues.

CLASSIFICATION OF PRIMARY SCHOOLS.

The department of primary instruction, as organized by the law of October 30, 1886, comprises infant schools and classes, elementary primary schools, higher primary schools, schools of manual apprenticeship (authorized by law of December 11, 1880, and eventually transformed into manual-training schools, "*écoles nationales professionnelles*").^a

The departmental normal schools are also included in the category of primary schools. The line of separation between these different classes of schools and the division among them of the prescribed subjects of primary instruction are determined by special regulations elaborated in the superior council of public instruction. These schools are all free and secular, and the teachers in every case must be appointed from the laity. The law with respect to compulsory attendance applies only to the elementary primary schools.

1. *Infant schools* (*écoles maternelles*) and *infant classes*.—In the infant schools, children of both sexes from 2 to 6 years of age receive together physical, moral, and intellectual training adapted to their tender years. These schools are wholly in the charge of women; the teaching force includes a directress, and an assistant, if the number of children is more than 50. The teachers are always aided by a sewing woman.

In every commune where a public maternal school exists committees of women are formed to keep watch over its sanitary and hygienic conditions, the general appearance of the establishment, and the disposition of funds or gifts, legacies, etc., received for the benefit of the children. The mayor of the commune presides over these committees.

Communes are not obliged by law to found and maintain maternal schools, and it is only in communes having above 2,000 inhabitants, of which at least 1,200 are concentrated in one locality, that these schools are included in the number of public primary schools entitled to support by the commune and to State subventions. These schools have proved to be better adapted to cities than to rural districts. A little more than 10 per cent of the communes report at least one infant school.

^aThe classification of the schools of manual apprenticeship and of the national technical schools was modified by a decree of March 17, 1888, and still further by the financial law of January 26, 1902. The schools are at present under the dual control of the minister of commerce and the minister of public instruction.

Infant classes are under similar regulations; they are but annexes either to primary elementary or to infant schools, between which they form an intermediate degree. The usual age of attendance is 4 to 7 years.

2. The elementary primary schools are for the instruction of children from 6 to 13 years of age, that is, the obligatory school period. In communes having neither infant schools nor infant classes, the age for admission to the elementary primary schools is lowered to 5 years; it is raised to 7 where there is an infant class. Children above 13 years of age can not be admitted to the elementary primaries without special permission.

The elementary primary schools may be for boys only, in which case the instruction is given by men; for girls only, or mixed as to sex, in both of which cases the instruction is given by women.

The master of a boys' school may be assisted by his wife, sister, or mother; under certain circumstances the departmental council may authorize a man to take charge of a mixed school, provided it has a mistress of sewing and cutting.

According to the law of March 20, 1883, a commune is bound to provide a school not only in each chief town, but also in all villages or centers of population remote from towns or separated from each other by 3 kilometers, and containing at least 20 children of school age. Of the 36,121 communes, only 80, or 0.2 per cent, were without primary schools in 1886-87; in 1897, of 36,520 communes, only 48, or 0.1 per cent.

3. Advanced primary instruction is given either in higher primary schools or in "complementary courses." The establishment takes the latter name if it is annexed to an elementary primary school, and the former if it has a distinct location and is under a separate direction.

The complementary courses comprise one or two years. The higher primary schools may comprise two or more years, and must be provided with as many rooms as there are classes. They are called full-course schools (*écoles de plein exercice*) when they comprise at least three years' study.

Exercises for infant schools.—In the infant schools (*écoles maternelles*) the children are classed in two sections, according to their age and development. The exercises for the most advanced children comprise—

1. Plays, graduated movements accompanied with songs.
2. Manual exercises (weaving, cutting, folding, and pricking paper); simple knitting, stringing beads, constructing figures with cardboard, straws, blocks, sand, etc.
3. Elementary moral principles imparted orally and by practical illustrations.
4. Talks about familiar objects.
5. Language exercises (simple stories and narrations), based upon pictures or objects in the room.
6. Elements of drawing, reading, writing, and arithmetic.

These exercises are greatly simplified for the lower class.

Studies of the primary schools.—The course of study for primary schools prescribed by the law of March 28, 1882, comprises the following branches: Moral and civic instruction, reading, writing, the elements of arithmetic and the metric system, history and geography, especially of France; object lessons, and the first notions of science, drawing, singing, manual work (needlework in the schools for girls), gymnastic exercises, and in the schools for boys military drill. The regulations call for the organization of the primary school in three sections; elementary, ages 7 to 9; intermediate, ages 9 to 11; higher, ages 11 to 13. So far as possible this classification is carried out in all the schools, but where the conditions render this impracticable the intermediate and higher sections are consolidated.

In the higher primary schools the branches of instruction of the elementary schools are reviewed and more fully developed. The course of study is extended to include algebra and geometry; natural science and physics, and their applications to agriculture, to industrial arts and to hygiene; political economy, French language and

literature, general history, industrial and commercial geography, iron and wood work for boys, and cutting and fitting for girls. One foreign language is also included. Additional courses pertaining to local industries may be authorized by the minister, upon the demand of local committees supported by the academic inspector and approved by the departmental council.

In the adjustment of the programmes regard is had to three specific purposes, namely, the moral, the intellectual, and the physical development of the pupils. The distinction has been recently emphasized by separating morals from civics, and classifying the latter with geography and history—that is, among the intellectual branches.

The daily programmes of the schools are developed by the departmental councils with a view to uniformity so far as is possible in all the schools of a department. In the case of Paris and other large cities, it is now customary for the departmental authorities to determine simply the proportion of time to be assigned to each subject, leaving the arrangement of the daily programme to the directors of the individual schools. In the provinces this freedom would be simply embarrassing, but the time-table arranged by the council of any department is subject to modifications in individual schools with the approval of the primary inspector, who is familiar with all the schools of his district.

It will be seen by a careful examination of the time-tables given below that the study of the native literature and language in the threefold form of reading, grammar, and language lessons occupies a larger proportion of the time than any other branch. The importance of making language and literature the center of the programme was emphasized by the school council of Paris in 1889 when the revision of the programmes was under discussion. The council decided at that time that special branches absorbed too much attention, and that it was therefore desirable to increase the time assigned to general subjects—in particular to instruction in the native language. The influence of the Paris council naturally carries great weight in respect to all such matters.

In order to comprehend the full scope of the French primary school, it is necessary to consider the actual extent to which the principal studies are carried. This is indicated by the programmes and time-tables here presented, namely: (1) The official programme for the higher section of the primary schools; (2) the time-table for the Paris schools; (3) the time-table of a small village school.

OFFICIAL PROGRAMME OF THE HIGHER SECTION OF THE PRIMARY SCHOOLS.

Reading and French language.—Expressive reading; review of French grammar and syntax; elements of etymology; practical exercises in language, oral and original, memorized and written; grammatical and logical analysis of sentences.

Arithmetic.—Percentage with its applications to problems in interest, discount, and partial payments, ratio and proportion, metric system.

Geometry.—Elements of plane geometry and the measurements of solids (for boys, applications to simple problems in surveying, use of the surveyor's level).

History.—Review of French history; extended study of the modern period; brief compendium of general history.

Geography.—Extended study of the geography of France, physical and political geography of Europe; summary of general geography; French colonies.

Civics.—Political, administrative, and judicial organization of France.

Science.—Elements of natural science; elements of physics and chemistry.

Manual training.—Boys: Construction from drawings (side elevation); work in wood—planing, turning; work in iron—filing, trimming, and finishing objects just from the forge or the furnace. Girls: Sewing, repairing garments, cutting out, knitting, crocheting, and netting; use of the sewing machine.

Drawing.—Geometrical drawing and perspective; free-hand drawing from flat copy or relief; elementary notions of the orders of architecture; geometric designs; mixing colors and application of colors.

Singing.—Continuation of previous course; exercises in intonation and in the scales; duet and concert singing.

The full programme of morals for the three divisions of the school is given below.

The programme of physical exercises is here omitted, as the details convey little more than is covered by the general term. It is obvious also that no programme can convey a clear idea of the language instruction, which is extremely thorough, and in the opinion of all impartial critics eminently effective, whether judged by the written and oral speech of the pupils or by their expressive rendering of classical selections.

As regards the sciences it should be added that oral lessons with practical illustrations are the chief methods of instruction, although text-books are used, especially in the higher division.

TYPICAL TIME-TABLES.

Primary schools of Paris^a—Weekly time-table.

ELEMENTARY COURSE.

[Schools for boys and girls. Length of school day, 8.30 to 4.30.]

Subjects of instruction and other exercises.	Time devoted to each subject.	Subjects of instruction and other exercises.	Time devoted to each subject.
	<i>Hours.</i>		<i>Hours.</i>
Moral instruction.....	1	Singing.....	1
Reading.....	5	Drawing.....	2
Writing.....	5	Manual work or sewing (for girls).....	2
Mental arithmetic (or metric system).....	2½	Gymnastics.....	2½
Grammar and French dictation.....	2½	Recreations.....	b 2½
Selected recitation.....	1	Total.....	30
Geography and history.....	2		
Object lessons.....	1		

^a "Les écoles et les œuvres municipales d'enseignement, 1871-1900," par F. Lavergne, pp. 35, 37.

^b Not including the noon intermission of 1½ hours.

INTERMEDIATE COURSE.

[Schools for boys. Length of school day, 8.30 to 4.30.]

Subjects of instruction and other exercises.	Time devoted to each subject.	Subjects of instruction and other exercises.	Time devoted to each subject.
	<i>Hours.</i>		<i>Hours.</i>
Morals.....	1	History, geography, civics.....	3½
Reading and declamation.....	4	Manual work, linear drawing, sewing for girls.....	2½
Writing.....	1½	Singing.....	1
Drawing.....	2	Recreations and gymnastics.....	3½
Arithmetic and metric system.....	4½	Total.....	30
Physical and natural sciences.....	1½		
French language.....	5		

SUPERIOR COURSE.

[Length of school day, 8 to 5.]

Subjects of instruction and other exercises.	Time devoted to each subject.	Subjects of instruction and other exercises.	Time devoted to each subject.
	<i>Hours.</i>		<i>Hours.</i>
Morals.....	1½	French language.....	5½
Reading and declamation.....	1½	Free-hand drawing.....	3
Writing.....	1	Singing.....	1½
Arithmetic and metric system.....	4	Manual work and linear drawing.....	3
Physical and natural sciences (hygiene and domestic economy for girls).....	2	Gymnastics.....	3½
History, geography, and civics.....	3½	Total.....	a 30

^aNot including the noon intermission of 1½ hours.

School with a single master—Commune of Mosnes (Indre-et-Loire)^a—Daily time-table.

[M = Master. A = Assistant (monitor boys' school).]

Time of lessons.....	8.25 to 8.30	8.30 to 8.50	8.50 to 9.20	9.20 to 9.35	9.35 to 9.55	9.55 to 10.10	10.10 to 10.30	10.30 to 11.10	11.10 to 11.30
Length of lessons.....	5 minutes.	20 minutes.	30 minutes.	15 minutes.	20 minutes.	15 minutes.	20 minutes.	40 minutes.	20 minutes.
Higher class.....		Moral instruction (Mon., Wed., Sat.)	Dictation common to the two first classes (Mon., Wed., Sat.)	Pupils prepare their French exercise, given the day before.	Preparation of exercise and lesson.	Interval.—Exit and entry with singing; ventilation of the class room.	Correction of exercise; saying lesson; new exercise; French composition (Tues. and Fri.) M.	History (Mon., Wed., Sat.)	Drawing (Tues. and Fri.)
Middle class.....		Civic instruction (Tues. and Fri.)	French composition (Tues. and Fri.) M.	Pupils prepare their French exercise, given the day before.	Correction of exercise; saying of lesson; fresh exercise; French composition (Tues. and Fri.) M.		Writing of exercise just given.	Geography (Tues. and Fri.)	Writing (Mon., Wed., Sat.)
Elementary class.....		Lesson common to all the classes.	Reading M. and A.	Correction of exercises; saying lessons; new exercise; new lessons. M.	Writing the exercise which has just been given.	Reproduction of the reading lesson on slates or writing in copy-books.	Writing of exercise just given and study of the new lesson.	Lesson common to all the classes.	Lesson common to the first three classes.
Preparatory class.....			Reading M. and A.	35 minutes. Exercise in language; dictation of the reading lesson on the blackboard. M. and A.				Master.	Reading M. and A.

^a From report on the rural schools of northwest France, by Mr. Cloudeley Brereton, vol. 7, Special Reports Education Department of England.

School with a single master—Commune of Mosnes (Indre-et-Loire) Daily time-table—Continued.

INTERVAL—DINNER.

Time of lessons,	12.55 to 1	1 to 1.15	1.15 to 1.35	1.35 to 2	2 to 2.25	2.25 to 2.40	2.40 to 2.55	2.55 to 3.25	3.25 to 4
Length of lessons,	5 minutes.	15 minutes.	20 minutes.	25 minutes.	25 minutes.	15 minutes.	15 minutes.	30 minutes.	35 minutes.
Higher class,	Preparation of the exercise and lesson given the day before. Arithmetic (Mon., Wed., Sat.)	Preparation of the exercise and lesson given the day before. Arithmetic (Mon., Wed., Sat.)	Preparation of the exercise and lesson given the day before. Metric system (Tues. and Fri.)	Correction of exercise; saying of lesson; new exercise; new lesson. M.	Preparation of the lesson on science and agriculture.	Interval.—Exit and entry with singing; ventilation of class room.	Gymnastics every day	Agriculture or Science applied to agriculture	Reading, M. (Mon., Tues. and Fri.) Recitation, M. (Wed.) Singing. (Sat.)
Middle class,	Preparation of the exercise and lesson given the day before. Arithmetic (Mon., Wed., Sat.)	Preparation of the exercise and lesson given the day before. Arithmetic (Mon., Wed., Sat.)	Correction of exercise; saying of lesson; new exercise; new lesson. M.	Working out of new exercise (in arithmetic).	Preparation of the lesson on science and agriculture.		or	or hygiene.	
Elementary class,	Correction of the exercise; explanation of a new one (in arithmetic). M.	Working out a new exercise (in arithmetic). M.	Working out a new exercise (in arithmetic). M.	Working out of new exercise.	Dictation M.	Lessons in practical agriculture at the season of pruning the trees or vines, or gardening.	Lesson common to all the classes.	Recitation M. and A. (Mon., Wed., and Sat.) Singing, M. (Sat.)	Reading M. and A. (Mon., Tues. and Fri.) Recitation M. and A. (Wed.) Singing, M. (Sat.) Reading of notes and references. M. (Sat.)
Preparatory class,	Inspection of cleanliness; entry with singing; roll call.	Reading M. and A.	Mental arithmetic M. and A.	Arithmetic on the blackboard and on slates.	Writing M. The master looks after the class during dictation.				

THE OFFICIAL PROGRAMME OF MORAL INSTRUCTION IN THE PRIMARY SCHOOLS OF FRANCE.

[Abridged from the original.]

(1) *General instructions and explanations—aims and characteristics.*—Moral instruction is intended to complete, to elevate, and to ennoble all the other instruction of the school. While each of the other branches tends to develop a special order of aptitudes or of useful knowledge, this study tends to develop the man himself; that is to say, his heart, his intelligence, his conscience; hence moral education moves on a different plane from the other subjects. Its force depends less upon the precision and logical relation of the truths taught than upon intensity of feeling, vividness of impressions, and the contagious ardor of conviction.

The aim of moral education is to cause one to will rather than to know; it arouses rather than demonstrates; it proceeds more from the feelings than from reasoning; it does not attempt to analyze all the reasons for a moral act; it seeks before all to produce it, to repeat it, to make of it a habit which will govern the life. In the elementary school it is not a science, but an art—the art of inclining the will toward the good.

The rôle of the teacher.—In respect to this subject as to the other branches of education, the teacher is regarded as the representative of society. It is of the highest importance to a democratic secular society that all its members should be initiated early, and by lessons which can not be effaced, into a feeling of their dignity, and into a feeling not less deep of their duty and of their personal responsibility. To attain this end the teacher is not to proceed as if he were addressing children destitute of all previous knowledge of good and of evil; he will remember that the great majority of them have received or are receiving a religious instruction which familiarizes them with the idea of a God of the universe and a Father of men, with the traditions, the beliefs, the practices of a worship, either Christian or Jewish; that they have already received the fundamental ideas of morality, eternal and universal; but these ideas are still with them in the germ. They await ripening and developing by appropriate culture, and this culture it is for the teacher to give. His mission is, then, limited. He is to strengthen, to root into the minds of his pupils, for all their lives, through daily practice, those essential notions of a morality common to all civilized men. He can do this without making personal reference to any of the religious beliefs with which his pupils associate and blend the general principles of morals. He takes the children as they come to him with their ideas and their language, with the beliefs which they have derived from their parents, and his only care is to teach them to draw from these that which is most precious from the social standpoint, namely, the precepts of a high morality.

Proper objects and limits of this instruction.—The moral teaching of the school is, then, distinguished from religious instruction without contradicting it. The teacher is neither a priest nor the father of a family; he joins his efforts to theirs to make each child an honest man. He should insist upon the duties which bring men together, and not upon the dogmas which separate them. He should aim to make all the children serve an effective apprenticeship to a moral life. Later in life they will perhaps become separated by dogmatic opinion, but they will be in accord in having the aim of life as high as possible; in having the same horror for what is base and vile, the same delicacy in the appreciation of duty, in aspiring to moral perfection, whatever effort it may cost, in feeling united in that fealty to the good, the beautiful, and the true, which is also a form, and not the least pure, of the religious sentiment.

Methods.—By his character, his conduct, his example, the teacher should be the most persuasive of examples. In moral instruction what does not come from the heart does not go to the heart. A master who recites precepts, who speaks of duty without convictions, without warmth, does much worse than waste his efforts. He is altogether wrong. A course of morals which is regular, but cold, commonplace, dry, does not teach morals, because it does not develop a love for the subject. The simplest recital in which the child can catch an accent of gravity, a single sincere word, is worth more than a long succession of mechanical lessons.

On the other hand, it is hardly necessary to say, the teacher should carefully avoid any reflection either by language or expression upon the religious beliefs of the children confided to his care, anything that might betray on his part any lack of respect or of regard for the opinions of others.

The only obligation imposed upon the teacher, and this is compatible with a respect for all convictions, is to watch in a practical and paternal manner the moral development of his pupils with the same solicitude with which he follows their progress in scholarship. He should not believe himself free from responsibilities

toward any of them if he has not done as much for the education of character as for that of the intellect. At this price alone will the teacher have merited the title of educator and elementary instruction the name of liberal education.

THE PROGRAMME.

Infant section: Ages 5 to 7 years.—Very simple talks mingled with all the exercises of the class and of recreation. Simple poems explained and learned by heart; stories, songs. Special care by the teacher in regard to children showing any defect in character or any vicious tendency.

Primary section: Ages 7 to 9 years.—Familiar conversations, readings (examples, precepts, parables). Practical exercises tending to moral activity in the class itself: 1. By observation of individual character, the gentle correction of faults, and the development of good qualities. 2. By the intelligent appreciation of school discipline as a means of education. 3. By appeal to the feelings and moral judgment of the child himself. 4. By the correction of vulgar notions, of prejudices, and of superstitions. 5. By instruction drawn from facts observed by the pupils themselves.

Intermediate section: Ages 9 to 11 years.—Familiar talks, reading illustrative examples with comments, practical exercises as in the elementary section, but with a little more method and precision.

I. (a) The child in the family: Duties toward parents and grandparents; obedience, respect, love, recognition; aiding parents in their work, tending them in sickness, caring for them in their old age.

Duties of brothers and sisters: Loving each other; watchful care of the elder over the younger; effect of example.

Duties toward servants: To treat them with politeness and with kindness.

(b) The child in the school: Earnestness, docility, industry, civility. Duties toward the teacher. Duties toward comrades.

(c) The country: Grandeur and misfortunes of France. Duties toward the country and society.

II. Duties toward one's self: Care of the body; cleanliness, sobriety and temperance; dangers of drunkenness; gymnastics.

Use and care of property: Economy; avoiding debts; effects of gambling, prodigality, avarice, etc.

The soul: Veracity and sincerity; personal dignity and self-respect; modesty; recognition of one's own faults; evils of pride, vanity, coquetry, frivolity; shame of ignorance and idleness; courage in peril and misfortune; patience; personal initiative; evils of anger.

Regard for animals: Kindness toward; society their natural protector.

Duties toward other men: Justice and charity; the Golden Rule; kindness, fraternity, tolerance, and respect for the beliefs of others.

(NOTE.—In all these considerations the teacher should assume the existence of conscience, of the moral law, and moral obligation. He should appeal to the feeling and the idea of duty and of responsibility. He should not attempt to demonstrate these by theoretic statements.)

III. Duties toward God: The teacher is not required to give a course upon the nature and attributes of God. The instruction which he is to give to all without distinction is limited to two points: First, he teaches his pupil not to speak the name of God lightly. He clearly associates in their minds with the idea of the First Cause and of the Perfect Being, a sentiment of respect and of veneration, the same as is associated with these ideas under the different aspects of their religious training.

Then, and without concerning himself with the prescriptions special to the different religious beliefs, the teacher will strive to have the child comprehend and feel that the first duty he owes to divinity is obedience to the laws of God, as revealed to him in his conscience and his reason.

Higher section: Ages 11 to 13 years.—Exercises on ideas of previous years continued and expounded; special development of social morality: 1. The family. 2. Society, justice, the conditions of all society; solidarity, fraternity (alcoholism; its destruction little by little of the social sentiments by destroying the power of the will and the feeling of personal responsibility); development of the idea of the native land; the duties of the citizen (obedience to the laws, the military service, discipline, devotion, fidelity to the flag); imposts (condemnation of fraud toward the State); the ballot (it is a moral obligation; it ought to be free, conscientious, disinterested, enlightened); rights corresponding to these duties—personal liberty, liberty of conscience, liberty in respect to work, in respect to association; general security of life and property; the national sovereignty; explanation of the republican motto, "Liberty, equality, fraternity."

"Under each head of the course in social morals the teacher should explain clearly, but without entering into metaphysical discussions: (1) The difference between duty and interest, even when they seem to be confounded with each other;

that is to say, the imperative and disinterested nature of duty; (2) the distinction between the written and the moral law; the one fixes a minimum of prescriptions that society imposes upon all its members under definite penalties for violations of the same; the other imposes upon each one, in his secret conscience, a duty which no one obligates him to fulfill, but which he can not neglect without the sense of a wrong to himself and to God."

The scope of the foregoing programmes of French primary schools will be made clearer to American students by comparison with the programmes of public schools in this country below the high schools. Selection in the latter case is somewhat difficult, because even for individual States there is no uniform official programme applicable alike to all schools. The State laws prescribe a minimum course of study, which is often greatly extended by the local school authorities.

The graded schools of cities—that is, the schools below the high schools—and the rural schools correspond to what are termed elementary primary schools in France. There are presented below for the comparisons suggested: (1) Official time-tables for the graded schools of Boston showing subjects of instruction and time assigned to each; (2) official programme for the ninth grade (grade just below the high school), Washington, D. C.; (3) the typical programme drawn up by the committee of fifteen appointed by the National Educational Association to consider and report upon certain features of the public school system, among others, the organization of city systems. The programme submitted represents a consensus of opinion on the part of the committee as to the work of city schools below the high school. A subsequent committee appointed to consider and report on rural schools expresses the opinion that the course of study for these schools should be substantially the same as that of the city schools; (4) a scheme for the weekly distribution of time among the various subjects.

By examination of the American programmes with reference to the corresponding French programmes, it will be observed that they cover nearly the same ground. There is a striking similarity in the language course, but in the French schools more time is given to the oral repetition of classical selections and dictation exercises, and less stress is placed upon what we term original composition or self-expression. Arithmetic covers about the same subjects excepting that the metric system is special to the French schools and geometry is introduced before algebra. History is more extended in the French programme than in the programme of the Washington schools, but is about the same as in that of the Boston schools, the force of the instruction in each case centering in the modern national history. Manual training, which in the American schools is very generally confined to a few years, is invariably a feature of the entire programme in the French schools, and moral instruction has an elaboration quite unknown in the schools of this country. Other points of resemblance and difference will be noticed by careful comparison of the programmes of the two countries:

- (1) *Course of study for the graded schools (i. e., schools below the high school) of Boston, Mass.*

PRIMARY SCHOOLS—THREE YEARS OR GRADES.

Subjects.	Hours per week for—		
	Grade I.	Grade II.	Grade III.
Opening exercises.....	1	1	1
Recesses.....	2½	2½	2½
Physical training.....	1	1½	1½
Music.....	1	1	1
Drawing.....	1½	2½	2½
Reading.....	10	8½	8½
Oral exercises in language.....	1½	1½	1½
Written exercises in language.....	1½	1½	1½
Word study.....	2	1½	1½
Arithmetic.....	2½	3½	3½
Occupations and desk work.....			

GRAMMAR SCHOOLS—SIX YEARS OR GRADES.

Branches pursued.—Elementary science; manual training; drawing; English language, including reading, exercises in oral and written expression; composition; grammar; recitation of classical selections; geography; history; arithmetic; book-keeping.

Weekly programme for the ninth or highest grade.

Subjects.	Time.	Observations.
	<i>Hours.</i>	
Morals	$\frac{1}{2}$	By familiar talks.
Physical training and forenoon recesses	3	At least 16 minutes for physical exercise, daily.
Elementary science—Mineralogy, physics	2	Physiology and hygiene are taken in the sixth and eighth grades.
Manual training—Drafting and cutting, wood working or clay modeling.	2	
Drawing—Free-hand, mechanical, design, etc.	$1\frac{1}{2}$	Correlated with manual training and other studies.
Music	1	
English language, including composition, grammar, reading and recitation of classical selections.	$7\frac{1}{4}$	
Geography—Physical	2	Political geography is finished in the eight preceding grades.
History—American, English and other European history related to American history, civil government of the United States.	$2\frac{1}{2}$	
Arithmetic—Proportion, powers and roots, mensuration, reviews.	$3\frac{1}{2}$	Percentage is finished in the eighth grade; bookkeeping must be pursued during some one year for $1\frac{1}{2}$ hours a week.
Total	$25\frac{1}{4}$	

(2) *Course of study for the graded schools (i. e., schools below the high schools) of Washington, D. C.*

Reading; writing; language lessons; grammar; geography; United States history; civics; arithmetic; algebra; nature study, i. e., plant life; animal life (oral instruction with illustrative material in the lower grades); physiology and hygiene; physical exercises; drawing; manual training; for girls, sewing and cooking.

Detailed programme of eighth or highest grade.—Language: Reading and composition; orthography; grammar with practical exercises and principles of composition; rhetorical and critical study of classic selections.

History: Local history and civics; constitution of the United States; forms of local government in the United States.

Arithmetic: percentage with its applications to interest, discount, etc.; ratio and proportion; mensuration; powers and roots; measurement of solids.

Algebra: Algebraic notation; four fundamental processes; factoring; simple equations.

Physiology and hygiene, including instruction as to the evil effects of alcohol and tobacco.

(3) *Typical programme.*

[From the report of the committee of fifteen.]

Branches.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.
Reading	10 lessons a week.		5 lessons a week.					
Writing	10 lessons a week.		5 lessons a week.		3 lessons a week.		.....	.....
Spelling lists.....	.....	.....	.....	4 lessons a week.			.....	.....
English grammar...	Oral, with composition lessons.				a 5 lessons a week with text-book.		.....
Latin .....	.....	.....	.....	.....	.....	.....	.....	5 lessons.
Arithmetic.....	Oral, sixty minutes a week.		5 lessons a week with text-book.				.....	.....
Algebra.....	.....	.....	.....	.....	.....	.....	5 lessons a week.	
Geography.....	Oral, sixty minutes a week.		a 5 lessons a week with text-book.				3 lessons a week.	
Natural science + hygiene.	Sixty minutes a week.							
United States history.	.....	.....	.....	.....	.....	.....	5 lessons a week.	.....
United States Constitution.	.....	.....	.....	.....	.....	.....	.....	a 5 lessons.
General history	Oral, sixty minutes a week.							
Physical culture	Sixty minutes a week.							
Vocal music.....	Sixty minutes a week, divided into 4 lessons.							
Drawing	Sixty minutes a week.							
Manual training or sewing+cookery.	.....	.....	.....	.....	.....	.....	One-half day each.	
Number of lessons..	20+7 daily exercises.	20+7 daily exercises.	20+5 daily exercises.	21+5 daily exercises.	27+5 daily exercises.	27+5 daily exercises.	23+6 daily exercises.	23+6 daily exercises.
Total hours of recitations.	12	12	11½	13	16½	16½	17½	17½
Length of recitations.	15 min.	15 min.	15 min.	20 min.	20 min.	25 min.	30 min.	30 min.

a Begins in second half of year.

(4) *Rural schools.*—Scheme for distribution of time in a school of four grades, the numbers representing the lessons per week.

	I.	II.	Total I and II.	III.	IV.	Total III and IV.
Reading	8	8	16	3	2	5
Language	4	4	8	4	4	8
Arithmetic	8	8	16	2	1	3
Writing	4	4	8	2	0	2
Drawing	3	3	6	2	2	4
History and geography	4	4	8	4	4	8
Morals	1	1	2	1	1	2
Elements of science	1	1	2	2	3	5
Grand total .....	.....	.....	65	.....	.....	37

Notes on above.—"Giving to lessons in I and II an average of 10 minutes each, and to those in III and IV an average of 20 minutes each, the total time will be 1,400 minutes for the week. If the daily session be 6 hours, and 1 hour per day be given to recesses and general school business, there remains a surplus of 100 minutes per week at the disposal of the teacher, which can be devoted to more instruction wherever needed.

This table is merely given as suggestive of possibilities, and not by any means as an ideal adjustment of ratios. In many schools much more time can justly be given to subjects here left with but little."

EXAMINATION FOR THE CERTIFICATE OF PRIMARY STUDIES.

The examination for the certificate of primary studies may be said to mark the passage from the elementary primary school in France to the higher primary schools. The certificate exempts the holder from the obligation to attend school and also secures admission to the higher primary schools without the special examination which must be passed by candidates who do not have the certificate.

It is expressly enjoined that the requirements for the certificate examination shall not rise above the standard of the intermediate division of the elementary school, and pupils may present themselves for the examination when they reach the age of eleven years, but as a rule, candidates for admission to the higher primary schools must spend at least one year in the upper division of the elementary primary school. The examination for the certificate, which is partly oral and partly written, includes—

(1) A dictation exercise of about fifteen lines of print, which serves also as a test of handwriting.

(2) Questions in arithmetic pertaining to the metric system and its applications and simple problems whose solution must be written out.

(3) A composition on some one of the following subjects: (*a*) Moral and civic duty; (*b*) history and geography; (*c*) elementary notions of science and its applications; (*d*) for girls an exercise in needlework, and for boys in rural schools, an examination in agriculture; in city schools, examination in drawing and design.

The oral part of the examination includes reading aloud, recitation of some choice literary extract, either prose or verse, with questions upon the same and questions in history and geography.

The examination generally occupies a day with the usual noon intermission.

HIGHER PRIMARY SCHOOLS.

Higher primary schools were authorized by Guizot's law of 1833, which also prescribed a programme comprising an extension of the subjects of the lower primaries, with the addition of linear geometry with its useful applications, surveying, elements of the physical sciences and natural history, with their practical applications. It

was further provided that the courses should be specially developed in subjects required by local conditions. The establishment of schools of this grade was made obligatory for communes of more than 6,000 inhabitants. The execution of the law was long delayed by political vicissitudes, and, outside of a few cities which established high schools of the general character indicated without aid from the State, they had no existence until a comparatively recent date. The municipal high schools soon became noted for the excellence of their scientific courses and the artistic and technical skill manifested by their graduates.

In 1878 the General Government indicated its purpose of fostering higher primary schools by a credit of \$22,000 to aid communes in their establishment. This appropriation has been augmented year by year, and has proved a good stimulus to local effort.

Peculiar complications soon arose from the endeavor to class in the same category schools for general instruction and a class of schools industrial or commercial in their character (*écoles professionnelles*) that had been established in a few cities. The development of both classes of schools was retarded until the school law of 1886 prescribed explicitly the scope, studies, and general management of all schools classed as primary.

In accordance with the requirements of this law a uniform programme of general studies was arranged for the higher primary schools with a wide margin of choice in respect to special lines of training. The programme showed plainly the desire to meet industrial demands without destroying the intellectual aims of the schools and the unifying influence of their training; for it was clearly recognized that the special value of higher grade schools as factors in national life depends upon their fostering common sentiments and aspirations.

The two-fold requirement imposed upon the higher primary schools has led to varied experiments in their administration, of which the last only is important from the educational standpoint. This final measure, which dates from 1892, is the separation of the higher primary schools from the industrial high schools by the creation of a new class of schools termed "*écoles pratiques d'industrie et de commerce.*" The latter schools were placed under the jurisdiction of the minister of commerce and industry, and those higher primary schools in which by force of circumstances the industrial training predominates are gradually being transferred to the new category. By this change the minister of education is left free to impart a more strictly educational character to the higher primary schools; there is, however, no intention of sacrificing the practical trend and influence of the training in these schools, but to prolong somewhat the period of general instruction in science and in modern languages for those who may aspire to industrial or business positions. The higher primary schools are supported by the combined efforts of the State and the communes. The State assumes the legal salaries of the regular staff, which amounts to about five-sevenths of the total salaries required to maintain the full complement of teachers. The municipality (*commune*) must pay the salaries of teachers in charge of the workshop and also of the persons employed as technical and industrial teachers.

The expense for buildings, furniture, apparatus, etc., must also be met by the commune.

As pointed out by Mr. Morant of the English education department in an exhaustive report on the subject,^a "the higher primary schools are, in intention, '*écoles régionales*;' that is to say, though their creation and maintenance is decided upon and paid for by one commune or town, most of them serve the needs, not only of the town itself, but of all the surrounding districts. Many of them draw pupils from a radius of several leagues, and, though the town itself has borne all the expense of

^a Published in Vol. I of the series of reports issued by the division of special inquiries and reports, Education department.

establishing and maintaining the schools, no restrictions are as a rule placed upon the district from which scholars are admitted.

"As a result of being 'écoles régionales,' a large number both of the higher primary schools and of the 'cours complémentaires' have boarding houses. These are built by the town at the same time as the rest of the school.

"Sometimes they are managed by the town under a salaried 'économe', or bursar, and bring in actual profits to the town budget; but in the vast majority of cases, in the provinces at least, they are left to the charge (and profit) of the director of the school. Half the boys' higher primary schools and two-thirds of those for girls have 'internats,' i. e., are at least partly boarding schools. This is the case also with half the boys' 'cours complémentaires' and nearly one-third of those for girls. There is thus in France practically a widespread system of municipal boarding schools, with the staff supplied at the expense of the State."

The State assists in bringing the provision within the reach of poor but promising youth by a system of scholarships. These are of three classes:

(a) "D'internat," to cover or partially cover the expenses of pupils in boarding schools, not to exceed \$100 per annum.

(b) "Familiales," to pay for boarding out the scholar in a private family when his home is at a long distance from the school and the latter has no boarding house; value, \$100.

(c) "D'entretien," to pay the parents for the scholar's food, clothes, traveling expenses, etc., and to help toward making good the sacrifice of his wages while he is kept at school (varying from \$20 to \$80).

Candidates must not be less than 12 or more than 15 years of age. The scholarships are tenable for three years, with possible extension to a fourth year.

These scholarships are secured by strict competitive examination, and only by successful candidates who can prove that they would be unable without the assistance to continue their studies. The number of State scholarships awarded in 1892 was: To boys, 674; to girls, 436, or a total of 1,110. In 1897 the number awarded was, to boys 626, to girls 380; total, 1,006. The departments and communes also provide scholarships.

The practical effect of these schools in respect to the ultimate careers of their students is summed up in a recent report as follows: ^a

The higher primary schools are the centers from which various branches of the public service—the tax offices, the post and telegraph offices, and the custom-office—recruit their clerical force. Even the schools depend upon them for teachers, especially the schools of arts and trades. Above all, their students are eagerly sought for positions in commercial and industrial establishments.

In respect to these business positions, however, the graduates of the higher primary schools are brought into competition with those of the schools of commerce and of industry, and the rivalry between them becomes sometimes excessive and injurious. In general, however, it appears that the two classes of schools—the higher primary schools and the schools of industry and commerce—tend to supplement rather than to supplant each other.

The schools of commerce and of industry, which are comparable to the manual training and business high schools of our own country, form, with the numerous trade schools, schools of agriculture, and the higher technical schools, for which France is justly celebrated, a complex system of industrial training adapted to every class of society and to every form of industrial demand. The relation of the schools of commerce and of industry to the elementary primary schools is the same as that of the higher primaries. The former, like the latter, are supported by the combined action of the communes and the State and have, in general, similar arrangements for the accommodation of boarding pupils.

^aReport by M. J. Bepmale, chairman of the financial committee of the Chamber of Deputies, budget of 1903, service of public instruction, p. 191.

The actual work of the higher primary schools and of the schools of commerce and of industry is indicated by the following programmes, showing the subjects of instruction and the allotment of time to each. For purposes of comparison a few American programmes are appended:

*Model time tables.*SCHOOLS FOR BOYS.^a

[Number of hours a week.]

Subjects.	Schools under the minister of public instruction (higher primary schools).								
	General course.			Agricultural.		Commercial.		Industrial.	
	First year.	Second year.	Third year.	Second year.	Third year.	Second year.	Third year.	Second year.	Third year.
Moral instruction	1	1	1	1	1	1	1	1	1
French language	5	5	4	2	2	2	2	2	2
Writing	1	1	1	1	1	1	1	1	1
History and civics	1	1	2	1	1	1	1	1	1
Geography	1	1	1	1	1	2	1	1	1
Modern languages	3	3	2	-----	-----	4	4	-----	-----
Mathematics	4	3	3	2	2	2	2	3	3
Bookkeeping	-----	1	1	1	1	3	3	2	2
Physics and chemistry	2	2	2	2	2	2	2	2	2
Natural history and hygiene	1	1	1	2	2	1	1	1	1
Agriculture and horticulture	1	1	1	3	3	-----	-----	-----	-----
Elementary notions of common law	-----	-----	1	-----	1	-----	1	-----	1
Political and industrial economy	-----	-----	-----	-----	-----	-----	-----	-----	-----
Drawing and modeling	3	3	3	1½	1½	1½	1½	4½	4½
Manual work or agriculture	4	4	4	6	6	2	2	6	6
Gymnastics	2	2	2	2	2	2	2	2	2
Singing	1	1	1	1	1	1	1	1	1
Hours to be used for branches special to the section	-----	-----	-----	3½	2½	4½	3½	2½	1½
Total	30	30	30	30	30	30	30	30	30

Subjects.	Schools under the minister of commerce (practical schools).					
	Of industry.			Of commerce.		
	First year.	Second year.	Third year.	First year.	Second year.	Third year.
Moral instruction	-----	-----	-----	-----	-----	-----
French language	3	3	1½	4½	3	3
Writing	-----	-----	-----	3	1½	1½
History and civics	1½	1½	-----	1½	1½	-----
Geography	1½	1½	-----	1½	3	3
Modern languages	-----	-----	-----	6	6	6
Mathematics	3	3	4½	3	4½	4½
Bookkeeping	-----	-----	1½	6	6	6
Physics and chemistry	1½	3	1½	3	3	3
Natural history and hygiene	-----	1½	1½	-----	1½	-----
Agriculture and horticulture	-----	-----	-----	-----	-----	-----
Elementary notions of common law	-----	-----	1½	-----	-----	4½
Political and industrial economy	6	6	-----	1½	1½	1½
Drawing and modeling	30	30	6	-----	-----	-----
Manual work or agriculture	-----	-----	33	-----	-----	-----
Gymnastics	-----	-----	-----	-----	-----	-----
Singing	-----	-----	-----	-----	-----	-----
Hours to be used for branches special to the section	-----	-----	-----	-----	-----	-----
Total	46½	48½	51	30	31½	33

^a From the official regulations.

Model time tables—Continued.

SCHOOLS FOR GIRLS.^a

[Number of hours a week.]

Subjects.	Schools under the minister of public instruction (higher primary schools, general course).			Schools under minister of commerce (practical schools).					
	First year.	Second year.	Third year.	Of industry.			Of commerce.		
	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.
Moral education	1	1	1	.....	1	1	.....	1½	1½
French language	4	4	4	3	3	1½	4½	3	3
Writing	1	1	.....	1	.....	.....	3	1½	1½
History and civics	1	1	1	1½	1½	.....	1½	1½	1½
Geography	1	1	1	1½	1½	.....	1½	3	3
Modern languages	3	3	3	.....	.....	.....	4½	4½	4½
Arithmetic, geometry, or algebra	2	1	1	1½	3	1½	3	4½	4½
Bookkeeping .....	.....	1	1	.....	.....	1½	4½	4½	4½
Physical and natural sciences, hygiene	2	2	2	1½	3	4½	1½	3	3
Elementary notions of common law, political and industrial economy .....	.....	.....	1	.....	.....	.....	.....	.....	4½
Drawing	3	3	3	6	3	3	1½	1½	1½
Manual work and domestic economy	4	4	4	27	28½	31½	3	3	3
Gymnastics	1	1	1	.....	.....	.....	.....	.....	.....
Singing	1	1	1	.....	.....	.....	.....	.....	.....
Total	24	24	24	43	44½	44½	28½	31½	36

^a From the official regulations.SCHOOL TURGOT FOR BOYS (PARIS).^a

[Number of hours a week.]

Subjects.	First year.	Second year.		Third year.		Fourth year.	
		Normal section.	Section of arts and trades.	Commercial section.	Industrial section.	Section preparatory to the central school.	Mixed section.
Instruction, moral and civic ..	1	1	1	1	1	.....	1
French language	4½	4½	4	3	3	1	3
Mathematics	4½	4½	10	3	4½	10	10
Physics	1½	1½	.....	1	3	4	4
Chemistry	1½	1	.....	2	2	(2)	.....
Natural history	1½	1	.....	1	1	(2)	.....
History	1½	1½	1½	1½	1½	.....	1
Geography	1½	1½	1½	3	1	.....	1
Industrial economy .....	.....	.....	.....	1	1	.....	.....
Legislation .....	.....	.....	.....	1	1	.....	.....
Bookkeeping	1	1½	.....	3	1	(1)	.....
Writing	1	1	1	1	.....	.....	.....
Decorative drawing	1½	1½	2	1½	1½	(2)	.....
Modeling	1	1	.....	.....	1	.....	.....
Geometric drawing	1½	1½	.....	1½	.....	(2)	.....
English language	4½	3	.....	4½	2	(2)	.....
German language	4½	3	.....	4½	2	(2)	.....
Spanish language .....	.....	2	2	2	2	(2)	.....
Singing	4	1	.....	1	1	.....	.....
Gymnastics	1	1	.....	1	1	.....	.....
Manual work	1½	1½	10	.....	1½	.....	.....

^a Report on Paris schools by F. Lavergne, secretary of the board of education, 1871-1900.

Time table for higher primary school at Bourges, 1899-1900. ^a

	Class.	Section.	8 to 9.	9 to 10.	10 to 10.15.	10.15 to 11.15.	11.15 to 1.	1 to 2.	2 to 3.	3 to 3.15	3.15 to 4.15.
Monday	3	a	History.....	Mathematics.....	Preparation.....	Manual instruction. Drawing.....	Manual instruction. Drawing. French language.....	Mathematics..... English..... Chemistry.....	Manual instruction. Drawing. French language..... Writing..... History.....	3 to 3.15	Mathematics. French language. Manual instruction. French language. Drawing.
	2	a	French language.....	Geography.....							
	1	a	Chemistry.....	Mathematics.....							
Tuesday	3	a	Algebra.....	Morals.....	Chemistry..... Manual instruction. Writing..... French language..... Drawing.....	Chemistry..... Manual instruction. Writing..... French language..... Drawing.....	English..... Mathematics..... French language..... Geography..... Drawing..... Manual instruction.	English..... Mathematics..... French language..... Geography..... Drawing..... Manual instruction.	{Civil rights..... Mathematics..... Manual instruction. Mathematics..... Drawing.....	{Gymnastics. French language. Manual instruction	
	2	a	Bookkeeping.....	Physics.....							
	1	a	Physics.....	Mathematics.....							
Wednesday	3	a	Mathematics.....	French language.....	History..... Mathematics..... Manual instruction. Drawing..... Mathematics.....	History..... Mathematics..... Manual instruction. Drawing..... Mathematics.....	French language..... English..... Manual instruction. Drawing..... French language.....	French language..... English..... Manual instruction. Drawing..... French language.....	French language..... Natural history..... Drawing. Gymnastics.....	Bookkeeping. Agriculture. French language. {Physics. Drawing.	
	2	a	French language.....	Mathematics.....							
	1	a	Morals.....	Geography.....							
Friday	3	a	Physics.....	Geography.....	English..... Mathematics..... Chemistry..... Drawing..... French language.....	English..... Mathematics..... Chemistry..... Drawing..... French language.....	English..... Mathematics..... French language..... Drawing.....	English..... Mathematics..... French language..... Drawing.....	Drawing. French language. Natural history..... Mathematics..... Natural history.....	{French language. Mathematics. Singing. Drawing. Writing.	
	2	a	Mathematics.....	English.....							
	1	a	French language.....	Manual instruction.							
Saturday	3	a	French language.....	Writing.....	Moral..... Moral..... Drawing..... Algebra..... Manual instruction.	Moral..... Moral..... Drawing..... Algebra..... Manual instruction.	Mathematics..... Drawing..... English..... Mathematics..... Manual instruction. French language.....	Mathematics..... Drawing..... English..... Mathematics..... Manual instruction. French language.....	Natural history..... Manual instruction. Bookkeeping..... History..... Mathematics.....	Singing. Manual instruction. History. French language. Mathematics.	
	2	a	Writing.....	History.....							
	1	a	Morals.....	Drawing.....							

^a From report on "Rural education in France," by Mr. J. C. Medd, vol. 7, Special Reports on Educational Subjects, issued by the board of education, England. There is a whole holiday on Thursday.

Programme for American high schools having four years' course recommended for trial by the committee of ten.^a

Year.	CLASSICAL.		LATIN-SCIENTIFIC.	
	Three foreign languages (one modern).		Two foreign languages (one modern).	
I.	Periods.		Periods.	
	Latin	5	Latin	5
	English	4	English	4
	Algebra	4	Algebra	4
	History	4	History	4
	Physical geography	3	Physical geography	3
		20		20
II.	Latin	5	Latin	5
	English	2	English	2
	German [or French] begun ^b	4	German [or French] begun	4
	Geometry	3	Geometry	3
	Physics	3	Physics	3
	History	3	Botany or zoology	3
		20		20
III.	Latin	4	Latin	4
	Greek ^b	5	English	3
	English	3	German [or French]	4
	German [or French]	4	Mathematics {Algebra	2}
	Mathematics {Algebra	2}	Mathematics {Geometry	2}
	Mathematics {Geometry	2}	Astronomy (half year) and meteorology (half year)	3
		20	History	2
		20		20
IV.	Latin	4	Latin	4
	Greek	5	English {as in classical	2}
	English	2	English {additional	2}
	German [or French]	3	German [or French]	3
	Chemistry	3	Chemistry	3
	Trigonometry and higher algebra }	3	Trigonometry and higher algebra }	3
	History		History	
		20	Geology or physiography (half year) and Anatomy, physiology, and hygiene (half year)	3
		20		20

^a Committee on secondary school studies appointed by the National Educational Association.

^b In any school in which Greek can be better taught than a modern language, or in which local public opinion or the history of the school makes it desirable to teach Greek in an ample way, Greek may be substituted for German or French in the second year of the Classical programme.

pared recitations or laboratory work are considered equivalent to one period of prepared work. For physical training three points, for music or the study substituted for music one point, and for hygiene one point are allowed for each of the first three years.

(2) The number of periods a week, or diploma points, assigned to each elective study is three, four, or five, as determined by the head masters, each for his own school, with the approval of the board of supervisors.

(3) The points assigned to each study or exercise are all won or all lost on the whole year's record of recitations and examinations in that study or exercise, and the standard used for determining whether this record be satisfactory or otherwise is such as has been approved by the board of supervisors.

(4) A full year's work is credited with twenty points, five for required exercises and fifteen for elective studies in each of the first three years, and sixteen for elective studies in the fourth year.

MORAL TRAINING.

A part of the time assigned to the opening exercises is used in giving instruction in morals and manners.

PHYSICAL TRAINING.

Physical training is regularly given at school by means of gymnastics and military drill, and no class or pupil, during the first three years of the course, is allowed, without good reason, to omit these physical exercises.

Music.

Instruction in music is regularly given, one period a week, to all pupils who wish to take it. Pupils who do not take music are required to give the period to reading or speaking, or to increase by one period the time given to elective studies.

ELECTIVE STUDIES.

The elective studies are arranged in four lists, corresponding to the four years a pupil is supposed to spend in school.

The first list contains the studies open to the pupil's election in his first year. The second, third, and fourth lists contain the additional studies open to his election in each of the following years, respectively.

Roman numerals appended to the name of a study indicate the successive years of work in that study. In general no pupil is allowed to take an elective study for which his previous studies have not prepared him.

FIRST YEAR.

English I. English classic authors, grammar, composition, reading, and speaking. History I. Ancient history, chiefly that of Greece and Rome, to the fall of the western Roman Empire. Latin I. French I. German I. Algebra I. Elementary algebra, including quadratic equations. Geometry I. Plane geometry. Biology I. Botany and zoology.^a Drawing I. Bookkeeping I. Bookkeeping proper begun, together with commercial arithmetic, penmanship, and commercial forms. Phonography and typewriting I.

SECOND YEAR.

Any study in the first year's list not already taken, or not successfully completed, may be taken this year.

English II. As before. Grammar ended and rhetoric begun. History II. Mediæ-

^a Pupils preparing for the normal school are expected to take biology I and II and physiology.

val and early modern history, to A. D. 1700. Greek I. Latin II. French II. German II. Spanish I. Algebra II. Advanced topics and methods. Geometry II. Solid geometry. Biology II. Required as the only suitable preparation for physiology. Physics I. Chemistry I. Drawing II. Bookkeeping II. Phonography and typewriting II. Commercial geography. Household science and arts.

THIRD YEAR.

Any study in the earlier lists not already taken or successfully completed may be taken this year.

English III. Literature, rhetoric, and composition as before. Pupils preparing for college read the authors or books prescribed by the colleges for that purpose. History III. Modern history, from A. D. 1700. Civil government. Greek II. Latin III. French III. German III. Spanish II. Mathematics III. Physics II. Chemistry II. Physiology. To follow two year's study of biology. Drawing III. Phonography and typewriting III. Commercial law. Household science and arts.

FOURTH YEAR.

Any study in the earlier lists not already taken or successfully completed may be taken this year.

English IV. A study of the history and formation of the English language and of specimens of the earlier literature. Chaucer. History IV. The political history of the United States under the Constitution. Economics. The elementary definitions and principles of the science with such illustrations as are appropriate to a first reading of the subject in high schools. Greek III. Latin IV. French IV. German IV. Spanish III. Mathematics IV. Physical geography. Astronomy. Drawing IV.

COURSES OF STUDY FOR THE MANUAL TRAINING HIGH SCHOOL, BROOKLYN, N. Y.

SCIENCE COURSE.

FIRST YEAR.

	Periods per week.
Algebra	4
Latin or German	5
English	3
History of Greece and Rome.....	2
Physiology and Physics.....	3
Vocal music.....	1
Drawing.....	4
Joinery, turning, sheet-metal work, work, forging, sewing, knife work, ornamental ironwork	8

SECOND YEAR.

Geometry	4
Latin or German	4
English.....	3
History of Modern Europe.....	2
Physics and chemistry.....	4
Vocal music.....	1
Drawing.....	4
Pattern making, wood carving, sheet-metal work, forging, molding and casting, needlework, household economy, cooking	8

THIRD YEAR.		Periods per week.
Geometry and trigonometry.....		4
Latin or German.....		3
German or French, or botany and geology.....		4
Physics and chemistry.....		4
American history and civics.....		2
English.....		3
Drawing.....		2
Machine work, domestic science, and constructive problems.....		8

FOURTH YEAR.		
Advanced algebra and reviews.....		3
Latin or German.....		3
Physiography and zoology, or German or French.....		4
Mechanics and electricity.....		4
History and economics.....		2
English.....		4
Drawing.....		2
Applied mechanics and machine construction.....		8

LIBERAL COURSE.

The first two years of the liberal course are the same as those of the science course. The third and fourth years are—

THIRD YEAR.		Periods per week.
Geometry and trigonometry.....		3
Latin or German.....		3
Physics and botany.....		4
American history and civics.....		2
English.....		3
Drawing.....		2
Machine work, domestic science, constructive problems.....		8
Vocal music.....		1

FOURTH YEAR.		
Advanced algebra and reviews.....		3
Latin or German.....		3
Physiography and zoology.....		4
History and economics.....		2
English.....		4
Drawing.....		2
Constructive problems and laboratory practice.....		8

BUSINESS COURSE.

The first two years of the business course are the same as those of the other two courses. The third year programme is—

THIRD YEAR.		Periods per week.
Bookkeeping and arithmetic.....		10
Latin or German.....		3
Correspondence and commercial law.....		2
English.....		3
American history and civics.....		2
Commercial geography and economics.....		2
Stenography and typewriting.....		5

Notes on the above.

1. The school day is divided into six periods.
2. Pupils electing Latin or German may drop Latin and take up French during the fourth year.
3. As far as the daily programme will allow, pupils may be permitted to specialize in the last year of their course, preparatory to their proposed future.
4. During the third and fourth years individual instruction in composition and declamation is given.
5. Botany and zoology are arranged as to sequence, so that botany shall always be studied during the spring months.
6. A second language may be taken up during the last two years in the liberal course for four periods per week, as an option.

NATIONAL INDUSTRIAL SCHOOLS (ÉCOLES NATIONALES PROFESSIONNELLES) OF FRANCE.

In view of the growing importance of technical instruction for the masses, a commission was appointed in 1881 by the minister of public instruction, in agreement with the minister of commerce and industry, to examine the question of organizing a State school which should serve as a model to the communes and departments for the organization of apprenticeship schools authorized by the law of December 11, 1880.

The commission expressed itself in favor of creating not merely an *école d'apprentissage*, but one which should combine "in one and the same establishment a school for very young children (*école maternelle*), a primary and a higher elementary technical school." The commission was further of opinion that "all specialization in manual instruction should be avoided." Before the report of the commission was officially presented a decree of the 9th of July, 1881, issued at the instance of the two ministers, directed the creation at Vierzon of a "National school of higher elementary and technical instruction intended to serve in preparation for apprenticeship (*école nationale d'enseignement primaire supérieur et d'enseignement professionnel préparatoire à l'apprentissage*). Two additional schools of the same kind were created at Armentières and Voiron by decrees of the 10th and 26th of July, 1882. The school at Voiron was not opened until 1886, those at Vierzon and Armentières in 1887, and a fourth school of the same general character has since been opened at Nantes. A report of M. Buisson, the former director of primary instruction, defines the purpose of these two schools as follows:

They are not in any sense special technical schools, more or less complete schools of engineering (*écoles d'arts et métiers*); they are associations of schools comprising an infant and a primary elementary school, and at each stage technical instruction which, commencing from the earliest age, when it is of little importance, continues up to the very end of the course when it becomes of the first moment. When he has arrived at this final stage the apprentice, who now only needs the practice of his trade to become a workman, leaves the national school and goes either into a workshop or into a technical school, in the proper sense of the term. Hence these establishments provide a general preparation for artisan and industrial life. They lead a youth right up to the threshold of the factory or the engineering school, armed with every kind of general and special knowledge, with the aptitudes and habits of work which will enable him either to select a particular calling, or if needs be, pass from one calling to the other, sure of being, after a few months of practice, a finished workman.

The programme of the elementary division of these schools corresponds very closely to that of the ordinary primary schools with more stress on manual training. The distinction becomes marked in the grade corresponding to the higher primary schools, as is indicated in the following time-table^a in which the programme of one

^aFrom report to the Science and Art Department, England. By Charles Copland Perry, M. A., New College, Oxford; Ph. D. Marburg (Prussia).

of the national technical schools is compared with the programme of the industrial section of the higher primary schools and also with the programme of the practical schools of industry.

[Number of hours a week.]

Subjects.	Écoles primaires supérieures. (Section Industrielle.)			Écoles nationales professionnelles. (Voiron.)			Écoles pratiques d'industrie.		
	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.
Workshops or manual work.....		6	6	14	17½	a. 24½ b. 17	30	30	33
Arithmetic, algebra, geometry, mechanics, etc.....		3	3	5	6	4 10	3	3	4½
Writing and drawing of various kinds.....		5½	5½	6	6	6 10½	6	6	6
Natural science and history.....		3	3	4	4	4	1½	4½	3
Literary: Reading, grammar, composition, geography, history, languages.....		5	5	9	8	6½ 7	6	6	1½
Other subjects: Bookkeeping, technology, singing, gymnastics.....		7½	7½	2	2½	2 2½	.....	.....	3
Total		30	30	40	44	47 45	46½	49½	51

COURSE OF STUDY FOR THE PRIMARY NORMAL SCHOOLS OF FRANCE, THAT IS, SCHOOLS FOR THE TRAINING OF TEACHERS FOR THE PRIMARY SCHOOLS.

Programme for the normal schools for men.

[Number of hours a week.]

Subjects.	First year.	Second year.	Third year.
Literary Instruction:			
Psychology, morals, pedagogics.....	2	2	2
French language and literature.....	5	4	4
History and civic instruction.....	3	3	3
Geography.....	1	1	1
Writing.....	2	1	.....
Modern languages (grammar, translations, etc.).....	2	2	2
Conversation.....	+1	+1	+1
Total	15 (16)	13 (14)	13 (14)
Science Instruction:			
Mathematics.....	3	4	4
Physics and chemistry.....	2	2	3
Natural science and hygiene (including geology in last year).....	1	1	1
Drawing and modeling.....	4	4	4
Theory of agriculture.....	.....	1	1
Total	10	12	13
Manual and agricultural work.....	5	5	5
Gymnastics and military drill.....	3	3	3
Singing and music.....	2	2	2

Modified programme for the normal schools for women.

The programme for the women's normal schools is the same as regards the literary part; but the scientific part is reduced. On the other hand, they are instructed in domestic economy. The practical side of the curriculum includes, in addition to gardening, first aid to the wounded, sewing, and, in some cases, laundry work and cooking.

PROGRAMME OF FRENCH SECONDARY SCHOOLS (LYCÉES AND COMMUNAL COLLEGES).

It is interesting to compare the programmes of the French primary schools (presented on pp. 609-611) with those of the secondary schools (lycées and communal colleges) which are intended for the higher classes, and which, until a recent period, were virtually closed to those of lowly station. Persistent efforts have been made to break down the barriers between the two classes of schools, and the latest programmes of the secondary schools are arranged in classical and nonclassical sections, the latter being, so far as regards studies, accessible to graduates from the primary schools. The full programme of the lycée (the typical secondary school) is as follows:

Preparatory division (average ages 7 to 8 years), common to all pupils.

[Number of hours a week.]

	First year.	Second year.
French.....	9	7
Moral and civic instruction.....	(a)	2½
Writing.....	2½	2
Living languages.....	2	2
Historic narrations.....	1	1
Geography.....	1½	1½
Arithmetic.....	3	3
Object lessons.....	1	1
Drawing.....	1	1
Singing.....	1	1
Total.....	20	20

a Combined with French history and geography.

Programme of secondary instruction.

FIRST CYCLE.

[Duration, four years, from the sixième to the troisième.]

SIXIÈME.

Division A (classical).

Division B (nonclassical).

Hours.		Hours.	
French.....	3	French.....	5
Latin.....	7	Penmanship.....	1
Modern languages.....	5	Modern languages.....	5
History and geography.....	3	History and geography.....	3
Arithmetic.....	2	Arithmetic.....	4
Natural science.....	1	Natural science.....	2
Drawing.....	2	Drawing.....	2
Total.....	23	Total.....	22

CINQUIÈME.

Hours.		Hours.	
French.....	3	French.....	5
Latin.....	7	Penmanship.....	1
Modern languages.....	5	Modern languages.....	5
History and geography.....	3	History and geography.....	3
Arithmetic.....	2	Mathematics.....	4
Natural science.....	1	Natural science.....	2
Drawing.....	2	Drawing.....	2
Total.....	23	Total.....	22

Programme of secondary instruction—Continued.

FIRST CYCLE—Continued.

QUATRIÈME.

*Division A (classical)—Continued.**Division B (nonclassical)—Continued.*

	Hours.		Hours.
Ethics	1	Ethics	1
French	3	French	5
Latin	6	Bookkeeping	1
Greek (optional)	3	Modern languages	5
Modern languages	5	History and geography	3
History and geography	3	Mathematics	4
Mathematics	1 hour (optional)+1	Physics and chemistry	2
Natural science	1	Drawing	2+1
Drawing	2		
Total	(4 optional)+22	Total	24

TROISIÈME.

Ethics	1	Ethics	1
French	3	French	4
Latin	6	Elements of law	1
Greek (optional)	3	Modern languages	5
Modern languages	5	History and geography	3
History and geography	3	Mathematics	3
Mathematics	1 hour (optional)+2	Physics and chemistry	2
Drawing	2	Natural science	1
		Bookkeeping	1
		Drawing	2+1
Total	4 (optional)+22	Total	24

SECOND CYCLE.

[Duration, three years; from the seconde to the class of philosophy and mathematics.]

SECONDE.

	Section A: Greek, Latin.	Section B: Latin, modern languages.	Section C: Latin, sci- ences.	Section D: Sciences, modern languages.
	Hours.	Hours.	Hours.	Hours.
French	3	3	5	5
Latin	4	4	4	.....
Greek	5	.....	.....	.....
Modern history	2	2	2	2
Ancient history	2	2	.....	.....
Geography	1	1	1	1
Modern languages	2	a7	2	a7
Mathematics	1	1	3	3
Physics and chemistry	1	1	3	3
Practical exercises in science	2	2	2	2
Drawing	2	2	4	4
Geology ^b .....	.....	.....	.....	.....
Total	25	25	26	27

^a Four hours in the second language.^b Twelve lectures, of one hour each, for the four sections.

Programme of secondary instruction—Continued.

SECOND CYCLE—Continued.

PREMIÈRE.

	Section A.	Section B.	Section C.	Section D.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
French	3	3	3	3
Latin	3	3	3	.....
Latin exercises	2	<i>a</i> 2	.....	.....
Greek	5	.....	.....	.....
Modern history	2	2	2	2
Ancient history	2	2	.....	.....
Geography	1	1	1	1
Modern languages	2	<i>b</i> 7	2	<i>b</i> 7
Mathematics	1	1	5	5
Physics .....	.....	.....	3	3
Physics and chemistry .....	.....	.....	3	3
Practical exercises in science .....	.....	.....	2	2
Drawing (optional)	2	<i>c</i> 2	1	1
Total	23	23	25	27

a Optional.*b* Four hours for the second language.

CLASSES OF PHILOSOPHY AND MATHEMATICS.

	Philosophy.		Mathematics.	
	Section A.	Section B.	Section A.	Section B.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Philosophy	<i>a</i> 8	<i>a</i> 8	3	3
Do	<i>a</i> 9	<i>a</i> 9	.....	.....
Greek and Latin	<i>b</i> 4	.....	.....	.....
Latin .....	.....	<i>b</i> 2	.....	.....
Modern languages	<i>b</i> 2	1+2	2	1+2
History	3	3	3	3
Mathematics	2	2	8	8
Physics and chemistry	3	3	5	5
Natural sciences	2	2	2	2
Practical exercises in sciences .....	.....	.....	2	2
Drawing	<i>b</i> 2	<i>b</i> 2	<i>c</i> 2+2	<i>c</i> 2
Hygiene <i>d</i> .....	.....	.....	.....	.....
Total	<i>e</i> 18½	<i>f</i> 21½	<i>c</i> 27+2	<i>c</i> 28

a During 1 semester.*b* Optional.*c* Plus 2 hours optional.*d* 12 lectures of 1 hour each.*e* Plus 8 hours optional.*f* Plus 4 hours optional.

It will be seen by a comparison of the above programme with those of the French higher primary schools that the nonclassical course of the secondary schools is so assimilated to the course of study for the primary schools that pupils may pass from the latter to the former. Inducements in the way of scholarship funds are offered, both by the State and by local authorities, with a view to encouraging this interchange. Every year a small proportion of graduates from the higher primary schools (3.3 per cent in 1897) enter lycées or colleges, but the majority of primary school pupils who continue their studies do so in schools that prepare for a special vocation, i. e., normal or technical schools. Even with increased inducements, it is hardly to be expected that any marked change will take place in the proportion of youth from the industrial classes who will prolong the period of their general study.

The statistics of students in courses of study above the grade of the elementary primary schools which are given below show that a very small proportion of pupils who frequent the primary schools enter even the higher primary schools (about 1 in 130). The following tabulation brings together schools that have only one thing in common, namely, they offer courses of study in advance of a course of elementary instruction.

Students pursuing studies above the elementary primary course in public schools and colleges, 1901.

Classes of schools.	Number of students.	Classes of schools.	Number of students.
Higher primary:		Lycées and communal colleges for boys:	
Boys	23,193	Classical course	29,043
Girls	10,944	Nonclassical course	29,803
Total	34,137	Mixed course	29,551
		Total	88,202
Practical schools of commerce and industry:		Lycées and communal colleges for girls:	
Boys	4,380	Preparatory division	7,951
Girls	1,651	Secondary (nonclassical)	11,061
Total	6,031	Total	19,012
National technical schools (4, for boys only)	1,142		

CHAPTER XIV.

CONSULAR REPORTS ON EDUCATION.^a

CONTENTS.—Hebrew school of agriculture—German colonial school—Commercial education in Saxony—Commercial education in continental Europe—Instruction for teachers in commercial schools—Industrial schools in Germany—Technical university in England—Cost of German public elementary schools—Practical medicine in Germany—Colonial education in Italian Africa—Trade schools in Germany—School savings' banks—Influence of technical education—Foreign students at German universities—Schools for agriculture in Quebec—Foreigners in German polytechnica—Education and elimination of crime—Industrial education in Europe—Mr. Moseley's industrial inquiry—The prison population of Japan—The public schools of the German Empire and of Prussia—Discrimination against foreign students in Germany—The book trade in Germany—Commercial and industrial education in England—Commercial education for girls in Germany—Industrial supplementary schools in Germany—Agricultural schools in Spain—Admission of women to a German university—America and Germany as teachers—Medical supervision of schools in Berlin and Paris—Public schools in Russia—New system of measuring criminals—Commercial university for Berlin—Schools in Russia.

HEBREW SCHOOL OF AGRICULTURE IN GERMANY.

The school at Ahlem, near Hanover, is an interesting ethnological experiment, as it is the purpose of its founder to reawaken among the Jewish classes a taste for the various handicrafts and the agricultural pursuits of their ancestors. The theoretical and manual instruction gives the pupils the opportunity of making themselves capable, self-supporting artisans.

The institution was founded by the philanthropist Mr. A. M. Simon, and is supported from funds supplied by him and contributions by others interested in the work. While the German element predominates, among the students there are boys and girls enrolled from Austria, Russia, and Roumania. A home is provided for Jewish children of the poorest classes, many of whom are orphans.

The school was opened in June, 1893, with 9 pupils. In 1895 the number had increased to 50, and at present there are 92 boys and 26 girls. The instruction given the boys combines the common branches of the elementary and grammar schools, with training in the use of carpenter's tools, etc. At the age of 14 the boys commence an apprenticeship of three years, during which time they receive a general course in horticulture and agriculture. The theoretical instruction given to the apprentices is considered of secondary importance, and is stopped entirely when the work in field and garden requires attention.

The girls' building has accommodations for 80 pupils, and includes laundry, kitchen, sewing rooms, storerooms, etc. The girls are given the same instruction, up to the

^aThis chapter contains information regarding educational affairs in foreign countries as reported to the Department of State by United States consuls. These reports have been in part transmitted direct to the Bureau of Education by the State Department for publication and in part reprinted from the publications of the Department of Commerce and Labor.

The technical educational terms used by the consuls in their reports have been in most cases retained, and must be understood to have generally the signification which attaches to them in the countries to which they refer.

age of 14, that they would receive at a public school, and in addition a thorough training in all manner of household work. The pupils are constantly under Hebrew religious influence.

A number of the students after leaving Ahlem have found good positions as gardeners near New York and Philadelphia, and their employers are reported to be well satisfied with their services.

The institution may serve as a model worthy of imitation for directing individual charities into proper channels and centralizing private efforts, thus conferring not only temporary aid upon the poor and needy, but a lasting benefit upon society in general.

JAY WHITE, *Consul*.

HANOVER [GERMANY], *April 28, 1903*.

GERMAN COLONIAL SCHOOL AT WITZENHAUSEN.

In Consular Reports Nos. 230 and 256 short notices appear concerning this school. The importance of this institution, however, would seem to justify further details in regard to it. The *Deutsche Kolonialzeitung*, under date of April 2, contains an article from which I have taken the following facts:

The colonial school was founded in 1899 at Witzenhausen, with the express purpose of preparing practical farmers and planters, stock raisers, and wine and fruit growers who might become settlers in the German colonies. Since that time more than three years have passed and the school has had an opportunity to demonstrate its utility.

Fifty-four students of the institution have already gone out into different parts of the world. Some of them have independent positions, and some are employed in large commercial houses or are voluntarily serving as apprentices with farmers and stock raisers. Students of the school are to be found in South Africa, southern Brazil, Samoa, Sumatra, East and West Africa, Mexico, Paraguay, etc. Two have become farm-land inspectors—the one for the whole district of Lindi, in East Africa, and the other for the district of Dar-es-Salaam; another is manager of a large farm in southwest Africa. The Vietor Commercial and Plantation Company and the Douglass Cotton Plantation Company, in Bremen, have several former students of the school in their service. Another is general manager of a large plantation in Asuncion, Paraguay, and another has been appointed by the German Government to superintend the planting of gardens and forests on the hills surrounding Tsintau, in Kyao-chau. One young man has established himself as a planter in Samoa and another is looking after the interests of a plantation company in that island. Still another is an American custom-house officer in the Philippines. There is one tobacco planter in Sumatra, one coffee grower in Mexico, and one merchant and stock raiser in the Orange River Colony, in South Africa. In addition, the colonial school has sent out young men to Kamerun, Bismarck Islands, etc., as clerks in the Government service.

The instruction in the school is theoretical and practical. The course lasts two years. It is so arranged that the theoretical instruction comes in the winter and the practical instruction in the summer. The subjects chosen for lectures are those which will add to the pupil's knowledge of tropical plants and agriculture and of colonial enterprises and politics. The curriculum of study contains such branches of learning as chemistry, botany, and physics. The institution is well supplied with laboratories and has gardens for the study of forestry and vine growing. Students are compelled to learn English, while all other languages are elective.

The blacksmiths, cabinetmakers, shoemakers, and carpenters of the little town of Witzenhausen have opened up their shops to the students, who work as apprentices,

so to speak, during the hours set apart for such work. The principles of all these trades are so thoroughly taught that the young colonist will be able in case of necessity to turn his hand to anything. A large farm has been purchased for the use of the school, where agriculture is studied in all its details. Gardens, vineyards, and even forest nurseries are in charge of the students. They have assisted in planting over 70,000 young trees during the past two years.

An old cloister in Witzenhausen has been purchased and fitted up with dormitories and all modern appliances for the use of the students. They associate daily with the teachers, who personally look after the welfare of their charges. The school is attended at present by 59 students. The youngest is 17 and the oldest 27 years of age.

ERNEST L. HARRIS,
Commercial Agent.

EIBENSTOCK [GERMANY], *May 23, 1903.*

PROGRESS OF COMMERCIAL EDUCATION IN SAXONY.

In Advance Sheets No. 915 I described the state of commercial education in Saxony as it was in 1900. Since that time 7 new commercial schools have been added to the list, making in all a total of 58 up to date.

The commercial school in Eibenstock has made good progress. In August, 1900, the Saxon Government issued a decree which provided a better supervision of the commercial schools on the part of the chambers of commerce, and, what is of much greater importance, it provided that every merchant or manufacturer must pay \$1 for every \$1,000 of his income into the treasury of the commercial school located in his city. This system has placed every commercial school in Saxony on a solid financial basis.

In Eibenstock the board of directors has provided a small fund to be spent annually in purchasing new books for the student's library, which already consists of 100 well-selected volumes. The director has received permission to retain after school hours all tardy and disobedient apprentices. The teacher receives extra compensation for the time thus spent, and the plan, on the whole, has been found to work exceedingly well.

In 1902, during a six weeks' vacation of the director of the Eibenstock commercial school, I was asked to give instruction in a number of classes. I consented to do so, and the director and school board expressed their thanks in the school catalogue for 1903, recently published.

ERNEST L. HARRIS,
Commercial Agent.

EIBENSTOCK [GERMANY], *July 14, 1903.*

COMMERCIAL EDUCATION IN CONTINENTAL EUROPE.

SWITZERLAND.

Commercial education has developed very rapidly in Switzerland during the past ten years. The merchant unions have been active in this respect, and in many cases have received Government aid. The Government also gives stipends to especially bright students to enable them to continue their studies at some higher institution of learning.

The first commercial school in Switzerland was established in 1855, in Zurich, in connection with the cantonal school of that city. In 1856 a similar one was founded in St. Gall, and another in Berne during 1857. In 1900 there were seven commercial

schools which received Government subventions—namely, Berne, Chaux-de-Fonds, Geneva, Nauenburg, Solothurn, Winterthur, and Lucerne. These schools are attended annually by about 500 pupils. The assistance given by the State amounts to \$12,000 a year, \$1,000 of which is in stipends. It is to be expected that these schools will shortly be extended to all the other cities of importance in the country. Switzerland, in point of population, industries, and commerce, may be favorably compared with the Kingdom of Saxony. This little kingdom, however, stands in the front rank of nations as far as commercial education is concerned, having 51 finely organized commercial schools.

The subjects taught in the commercial schools of Switzerland cover all the branches employed in training young men for business life. The subjects of materials of commerce, commercial geography, commercial law, and political economy are also taught. Special attention is paid to languages. The salaries of teachers amount to from \$540 to \$870 per annum. Apprentices in some of the Cantons (for example, Basel and St. Gall) are admitted free of tuition. Foreigners are also admitted, but are obliged to pay double tuition. Examinations are held and diplomas given at the end of each year.

In some of the cities in Switzerland—for instance, Berne, Biel, and Zurich—commercial classes have been organized in the higher schools for girls (Höhere Mädchen-schulen). These departments receive no State aid.

The primary commercial schools in Switzerland—that is, those which are to be compared with schools of this class in Germany, which I described in the last report of this series—are attended by the following number of apprentices: The attendance in the obligatory primary commercial schools, including girls, is about 20,000 in round numbers. The attendance in the voluntary primary commercial schools is 25,000.

The subjects taught in the Swiss primary commercial schools or classes are arithmetic, reading, geography, and elementary bookkeeping. In 1890 the merchant unions in Switzerland expended about \$30,000 for this class of schools; in addition, the Government granted \$10,000. Instruction is usually given either in the early morning or after business hours in the evening. The public-school teachers are generally enlisted to give instruction and receive as extra compensation about \$50 per quarter.

NETHERLANDS.

There are three public commercial schools supported by the State—in Amsterdam, Rotterdam, and Enschede. The school in Amsterdam is independent, while the other two are connected with the public schools of Rotterdam and Enschede. The following table, with subjects and number of hours per week, explains itself:

Subject.	Amster- dam.	Enschede.	Rotter- dam.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Dutch	3	4	4
French	5	4	4
German	4	4	4
English	4	4	4
Bookkeeping	3	3	3
Commercial arithmetic	3	3	3
Chemistry and materials of commerce	3	6	2
Commercial geography	2	1	2
Natural history	2	1	1
Political economy and commercial law	2	2	2
History of commerce	2	2	2
Penmanship	1	4	2
Total hours a week	32	33	33

AUSTRIA-HUNGARY.

The primary commercial schools in Austria which receive State subventions are in the following towns:

Klagenfurt.	Pettau.	Marburg.
Cilli.	Salzburg.	Steyr.
Gmunden.	Neustadt.	Bodenbach.
Budweis.	Eger.	Jungbunzlau.
Karlsbad.	Tetschen.	Troppau.
Znaim.	Laun.	Tautenau.
Saaz.	Rumburg.	Leitmeritz.

There are a number of others in towns which I have been unable to locate.

The number of advanced commercial schools in Austria subsidized by the State is as follows: ^a

Trieste.	Trient.	Krakow.
Reichenbach.	Prague.	Linz.
Innsbruck.	Gratz.	Chrudim.

A law exists in Hungary which says that where there are 50 apprentices in any one community, instruction in commercial subjects must be provided. The course of instruction must be maintained, even if the number of pupils should at any time fall below 50, provided that the outlook is that this standard may be regained. The time spent by an apprentice in Hungary in learning his trade is three years, as in most other countries. During the year there must be at least ten months of uninterrupted instruction. The months of July and August constitute the vacation period; other vacation days are: Christmas, from December 20 to January 2; Easter, one week; and Whitsuntide, two days. The birthdays of the Emperor and Empress, as well as of a number of other personages, are also kept as holidays.

As soon as a child is registered as an apprentice, it is the duty of the master to send him to one of the apprentice trade or commercial classes. Apprentices are compelled by law to attend the public school every day until the age of 12 has been reached. There is a law, however, which prevents a child under 12 years of age from becoming an apprentice, but a great many children become such by special permission of the municipal authorities. Apprentices must have completed the public school course by 12 years of age, must have a knowledge of arithmetic, and must be able to read and write readily. In exceptional cases, where an apprentice has not completed a public school course, the director of the school may admit him as a pupil if he can read and write sufficiently. In towns where no commercial schools exist apprentices after 12 years of age are compelled to attend advanced classes in the public schools; they must attend school during the entire time of their apprenticeship.

The commercial schools or classes usually occupy rooms in the public schools. The public school teachers are employed, more or less, to give instruction. In schools where independent teachers are employed the positions are for life. Teachers from the public schools are, in most cases, only temporarily selected.

The subjects taught in the advanced commercial schools in Hungary are the following:

Subject.	Number of hours per week.	Subject.	Number of hours per week.
Religion	1	Active office work.....	1
Hungarian language.....	4	Bookkeeping.....	1
German.....	4	Commercial correspondence.....	2
French.....	4	Political economy.....	1
Commercial geography.....	2	Chemistry.....	1
History of commerce.....	2	Materials of commerce.....	2
Mathematics.....	2	Writing	2
Natural history.....	2		
Commercial arithmetic.....	4	Total	34

^a There are some three or four in addition to these.

BELGIUM.

There are several institutions in Belgium in which only commercial branches are taught. The Higher Commercial Institute in Antwerp, which may be placed in this class, was founded in 1852 by the joint efforts of the Government and the municipal authorities. Pupils who have completed the higher public schools are admitted without examination. The course of instruction occupies two years, at the end of which time each pupil receives a diploma. The number of pupils averages about 300, only one-half of whom are natives of Belgium. After the course has been completed, young Belgians who have shown special aptitude in their studies may become candidates for a stipend granted by the Government, which will enable them to reside for a short time in some foreign country to more thoroughly fit themselves for active business.

The Commercial Institute of St. Ignace, in Antwerp, was founded by the Jesuits in 1852. The course of instruction lasts six years. A commercial museum has been established in connection with the school. Examinations are held by a committee, and written testimonials are issued to those who complete the commercial courses.

The commercial school in Melle was founded as long ago as 1837. It has been attended by about 1,000 pupils since that time, and many of them are to be found to-day holding responsible and profitable positions in large commercial houses.

In 1868 an institute for languages and commercial sciences was founded in Liege. The curriculum included the following subjects:

Commercial arithmetic.	Tariff law.	Political economy.
Commercial geography.	Civil law.	Commercial law.
English.	German.	French.
Flemish.	Italian.	Spanish.

Instruction takes place in the evening after business hours. The school is coeducational, having about 350 male and 50 female students.

In addition to these schools a great many classes have been organized in Brussels, Antwerp, and Ghent, which give instruction in languages. There are many schools of a private nature established by Catholic priests, in which languages, bookkeeping, and other commercial subjects are taught. Higher institutions of learning in Belgium also devote much attention to commercial education. The school of mines in Mons, the naval schools in Ostend and Antwerp, and the agricultural school in Gembloux all teach languages, commercial law, and commercial geography. In the State universities of Liege and Ghent, as well as in the universities in Löwen and Brussels, lectures are given on national political economy, commercial geography, statistics, finance, commercial law, and mathematics. The Government decided to have these lectures in the universities, as they gave young men a better preparation for the consular service. There are about forty State schools for girls in Belgium where attention is paid to commercial subjects. In the few primary commercial schools which have been established—for example, in Verviers and Liege—girls are also admitted.

NORWAY AND SWEDEN.

The public commercial school system which exists in Norway is about 27 years old, dating from the establishment of the Commercial Institute in Christiania in 1875. Prior to that event, commercial branches were taught chiefly by public school teachers and others in private lessons. Well-to-do people, who could afford it, sent their sons to Dresden, Leipzig, Lübeck, Copenhagen, and other cities for special training in large business houses. In 1900 there were three public commercial schools in Norway—namely, in Bergen, Christiania, and Bodö. The course of instruction in each lasts two years. The following table shows the subjects taught:

Subject.	Chris- tiania.	Ber- gen.	Bodö.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Political economy.....	2	2	2
Commercial law.....	2	2	2
Commercial arithmetic.....	4	4	5
Bookkeeping.....	4	4	6
Materials of commerce.....	1	1	1
Chemistry.....	2	1	2
Commercial geography.....	1	1	1
History of commerce.....	1	1	1
Norwegian.....	4	3	3
German.....	4	4	2
French.....	4	4	2
English.....	3	4	2
Drawing.....			2
Religion.....		2	
Stenography (elective).....	2		
Spanish.....	1		
Penmanship.....	2	1	2
Physics.....	1		3
Total hours a week.....	38	34	32

There are two well-organized commercial institutions in Sweden, namely, at Stockholm and Gothenburg. Each school receives an annual subsidy of \$2,000 from the Government, and, in addition, donations from merchant organizations. The same subjects are taught as in the commercial schools of Norway.

FRANCE.

Commercial education is a subject which has received much attention in France since 1870. The Government has founded no schools of this kind, but it has encouraged the work of the chambers of commerce in this direction. There are three groups of commercial schools in France namely:

I. Primary commercial schools.

II. Commercial schools.

III. Advanced commercial schools.

Primary commercial schools.—These are located in almost every city of France which has any commercial or industrial importance. The subjects taught and the number of hours devoted to each study per week in most of them are:

	<i>Hours.</i>
French.....	1
Commercial arithmetic.....	3
Commercial correspondence.....	1
English.....	3
German.....	3
Spanish.....	2
Italian.....	2
Total.....	15

These schools are nearly all coeducational. The teachers are recruited from merchants and public school instructors. Many of the schools have good libraries. After finishing these courses, the girls easily find positions in large business houses, where many of them draw salaries as high as \$500 a year.

Commercial schools.—Most of the institutions of this class in France are connected with industrial schools. Boulogne is the only city in which the commercial and industrial schools are not in the same building. There are 14 commercial schools of this class at present in France, and 7 for girls. They are:

School.	Pupils.	School.	Pupils.
	<i>Number.</i>		<i>Number.</i>
Beziere.....	70	Le Mans.....	40
Agen.....	67	Mazamet.....	78
Boulogne.....	100	Narbonne.....	40
Cette.....	50	Nimes.....	109
Tournies.....	50	Rheims.....	40
Grenoble.....	88	Romans.....	30
Limoges.....	120	Lyon.....	

The commercial schools for girls are situated in Boulogne-sur-mer, Havre, Marseille, Nantes, Rouen, St. Etienne, and Lyon. It costs about \$2,000 a year to maintain one of these schools.

Advanced commercial schools.—In 1900 there were 8 commercial schools which belonged to this group. They were the following:

1. Paris—Commercial academy.
2. Paris—Advanced commercial school.
3. Paris—Commercial institute.
4. Lyon—Advanced commercial school.
5. Bordeaux—Advanced commercial school.
6. Havre—Advanced commercial school.
7. Lille—Advanced commercial school.
8. Marseille—Advanced commercial school.

The following are the subjects taught in the schools:

Drawing.	Physics.	Political economy.
Commercial law.	Geometry.	Chemistry.
Materials of commerce.	Penmanship.	History of commerce.
Arithmetic.	Algebra.	Foreign languages.
Bookkeeping.		

The course lasts two years and the hours of instruction average about thirty each week.

REMARKS.

A comparison of what the different countries are doing for commercial education, as described in the foregoing, brings out preeminently the practice of the Institute of Commerce in Antwerp. Students who have passed their final examinations with credit are entitled to offer themselves as candidates for a stipend, which permits them to remain for three years in some foreign country for the purpose of studying economic conditions and acquiring a practical knowledge of business. All that is required of them, as far as the Government is concerned, is to report from time to time on the results of their observations. About 70 students have thus far been able to take advantage of this exceptional privilege. The stipend consists of \$1,000 a year. These young men have gone out in the interests of Belgium's commerce to Brazil, China, Japan, Mexico, Philippine Islands, Australia, New Zealand, India, the United States, and Canada. Some 30 of them have made permanent homes in the countries to which they were sent. Some have become merchants, others commercial agents, and not a few are in the service of the Japanese and Chinese Governments as educators. To Belgium, however, they remain the pioneers of commerce, and the money thus expended draws ample interest. The far-reaching results achieved proves the wisdom of the policy.

ERNEST L. HARRIS,
Commercial Agent.

EIBENSTOCK [GERMANY], May 21, 1903.

Instruction for teachers in commercial schools.—The Prussian Royal Gazette for Trade and Industry announces that a session devoted to the preparation of teachers in advanced commercial schools will be held in Berlin, under the auspices of the minister for trade and commerce, from November 25 to December 22. Courses will be offered in bookkeeping, business law, commercial law, banking, exchange, mail and railroad traffic, and business correspondence. Discussions will be held relative to methods and plans of teaching, and visits to factories will be made. Forty to fifty teachers will take part in the session, instruction being free; their fare for both ways is paid, and they receive an allowance of \$1.25 daily.

INDUSTRIAL SCHOOLS IN GERMANY.

There are 287 industrial schools in Saxony. The population of the Kingdom is 4,202,216, or one industrial school to every 14,641 people. The schools are divided into the following classes:

1. Advanced industrial schools (Höhere gewerbliche Schulen).
2. Special industrial schools (Gewerbliche Fachschulen).
3. Industrial schools for drawing and painting (Zeichen- und Malschulen).
4. Industrial schools for women, girls, and children (Gewerbliche Lehranstalten für Frauen, Mädchen, und Kinder).
5. Industrial primary or continuation schools (Gewerbliche Fortbildungsschulen).

ADVANCED INDUSTRIAL SCHOOLS.

There are 12 schools of this class in Saxony, located in the following cities:

Chemnitz.	Dresden.	Leipzig.
Plauen.	Mittweida.	Limbach.
Hainichen.	Zwickau.	Bautzen.

The following curriculum of the advanced industrial school in Chemnitz not only speaks for itself, but is a fair example by which to judge the others. It is divided into five distinct minor schools, known as the industrial academy, architecture, machine construction, dyeing, and industrial drawing departments. The industrial academy furnishes four courses, namely, for mechanics, chemists, architects, and electricians. The conditions of admission demand of the student sufficient education to be in possession of the certificate which entitles him to one year's service in the army. In addition to this he must show evidence that he has passed two years in some factory acquiring practical knowledge of the branch in which he desires to theoretically perfect himself in the industrial school. The course of study for mechanics is as follows:

Required.

German language and literature.	Mechanics.	Geometry.
Architectural drawing.	Machine drawing and sketching.	Physics.
Mathematics.	Free-hand drawing.	Metallurgy.
Surveying.	Political economy.	Machine architecture.
Chemistry.		Machine construction.

Elective.

French.	English.	Arithmetic.
Bookkeeping.	Beer brewing.	Spinning.
Weaving.	Sanitary arrangements.	

The courses in the other departments are similar to this one.

SPECIAL INDUSTRIAL SCHOOLS.

There are about 150 of these schools in Saxony which are training young men to become expert workmen in the following trades and industries:

Trade or industry.	Number of schools.	Trade or industry.	Number of schools.
Architects	11	Musicians	26
Barbers	14	Millers	1
Tinmen	3	Bead goods and dress trimmings	4
Brewers	1	Locksmiths	7
Printers	3	Tailors	17
Bookbinders	2	Chimney builders	1
Decorators	1	Instruction in penmanship, etc	4
Druggists	3	Shoemakers	3
Butchers	1	Toy makers	3
Waiters	3	Lace makers	2
Tanners	1	Paper hangers	1
Firemen	1	Watchmakers	1
Wood carvers	6	Weavers	23
Confectioners	1		
Painters and varnishers	3	Total	151

The following curriculum of the tin and metal industrial school in Aue, this consular district, is characteristic of what all these schools are:

Arithmetic.	Geometry.	German.
Drawing.	Sketching.	Modeling.
Physics.	Mechanics.	Chemistry.
Bookkeeping.	Correspondence.	

The students devote twenty-eight hours each week to practical work in the tin and metal workshops of the school and factories of the city.

INDUSTRIAL SCHOOLS FOR DRAWING AND PAINTING.

There are 32 of these schools in Saxony, namely, 3 for painters in Dresden and 29 for industrial drawers, etc., in different cities in Saxony. Eighteen are connected with as many public schools throughout the country. The industrial drawing school in Eibenstock enjoys a good reputation. The sample exhibits of the school are exceptionally fine. The most exquisite designs in handmade lace curtains and bead and silk trimmings in ancient and modern fashions are so tastefully arranged that they can not fail in making a deep impression upon the apprentices, who see them almost daily.

INDUSTRIAL SCHOOLS FOR WOMEN, GIRLS, AND CHILDREN.

There are 21 of these schools in Saxony, namely, 19 for industrial education in general and 2 for lace making. One of the best schools of this class is in Schneeberg, this consular district.

INDUSTRIAL PRIMARY OR CONTINUATION SCHOOLS.

There are 44 of these schools in Saxony. They are intended to give boys and girls who have completed the public school course a chance to prepare themselves in a general way for some trade or particular branch of industry without the express intention of following the same.

In 1882 there were only 22 industrial schools in Saxony; to-day there are 287. This increase tells its own story.

REMARKS.

It is interesting to note that, in connection with the present school conflict in England, that country is closely watching the development of technical education in Germany. Only yesterday Lord Rosebery, in a letter to the board of directors

appointed to carry out the plan of building a technical school in London similar to that in Berlin-Charlottenburg, gave prominence to the fact that ambitious young Englishmen desirous of obtaining a good technical education were obliged to attend the technical universities in America and Germany. English industries suffered greatly in the past and were still suffering from the neglect to provide means for such training. The London Daily Mail, under date of June 22, contains an article about German industrial schools which I consider well worth inserting here:

The marvelous expansion of German trade—one of the notable achievements of the nineteenth century—is often referred to as attributable wholly to the fostering effect of bounties. In real truth many factors have combined to produce the remarkable result.

It is, of course, impossible to locate with certainty the actual effects of any given cause, but there can be but little doubt that the growth of many immense industries is traceable to the system of education that has directed all the available powers of scientific knowledge and research upon industrial problems.

In Germany the university has in a measure been displaced from its position as crown of the educational edifice; or, rather, the classical foundations now share their supremacy with institutions of a more modern growth. The universities still maintain their old high rank as training schools in the humanities; but it is in the polytechnical schools that the keen business men with sound scientific knowledge are to-day receiving their training. Chemists and civil, mechanical, and mining engineers are receiving an educational training that brings them to the problems of business life with practical and technical knowledge. The love of research is joined to the power of initiation—to the qualities, in short, that go to the building up of new industries and the constant expansion of old ones.

The polytechnical schools are essentially modern institutions. They date back no further than the nineteenth century, and their effectiveness is a matter of the last generation. Established as trade schools for the study of special subjects, they have widened their operations until they stand to-day for the application of scientific knowledge in all directions to the special requirements of commercial industry.

Of these polytechnical schools there are now 9 in existence—at Aix la Chapelle, Berlin, Brunswick, Darmstadt, Dresden, Hanover, Karlsruhe, Munich, and Stuttgart—while 2 more are being added at Breslau and Danzig. * * * In these schools there are being trained at the present time nearly 15,000 students, receiving an education directly fitting them for participation in great industrial concerns in the capacity most calculated to promote expansion and progress. Many facts combine to prove the general opinion of the completeness and value of this training. In a period of thirty years the number of technical school students has been quadrupled. Out of a total of 15,000 students no less than one-sixth represent the youth of foreign nations^a—a striking testimony to the excellence of the institutions.

The course of training in these schools is not only severe, but it follows upon a severe preliminary education. No student is admitted as fully qualified who has not passed through the complete nine-year course of the classical gymnasium or "real" school, in itself no mean accomplishment. In each of these cases a preliminary three-year course at a preparatory school has been taken, so that it would be impossible to enter the technical schools much before the age of 18 or 19, and, indeed, the age of admission is fixed at 18. In addition to the preliminary educational training, chemists are required to have worked for three years in an apothecary's establishment; architects must have completed a year of practical work at their profession, and engineering students must have passed the same period in mechanical work at some engineering factory. The usual course of training extends over a period of four years. Every conceivable branch of technical and practical science bearing upon the subject chosen comes within the range of study.

The requirements of the various schools as to attendance upon lectures are elastic and there is very little compulsion upon students. This is the more unnecessary, because, in the main, those who elect to undergo the course of training are aware of its severity, and are willing to devote themselves to work and study. Discipline, therefore, is easily maintained, though there are provisions for punishment ranging from reprimand to imprisonment and expulsion. For the rest, the life and habits of the students are much the same as at the universities. The year of enforced military service is either taken before or during the high-school training. This serves to defer

^a In the spring of 1902 I wrote to the authorities of the different universities in Germany and ascertained that out of a total of 411 matriculated American students residing in Germany, only 58 were attending the technical universities.

the age at which the education of the German youth is completed, and he has usually attained the age of 24 or 25 before quitting the schools.

The fees imposed at the technical high schools are extremely small. Although they vary, it is probable that the average annual expenditure for laboratory work, books, and examinations does not exceed \$75. This, coupled with the fact that there are practically no endowments, entails a considerable charge upon the State both as a regular supplement to the yearly fees and for items for extraordinary expenditure such as the erection and equipment of buildings and laboratories and the provision for appliances.

This cost, however, is cheerfully borne, as indeed it may well be, seeing that there is no department of national expenditure which can be so directly traced in remunerative results. In one direction alone—in the vast chemical industries of Germany—may be witnessed an actual creation, not merely a diversion, of trade amounting to many millions annually. Perhaps in no other industry in the world can the intimate connection between applied scientific knowledge and the growth of industries be so completely demonstrated.

INDUSTRIAL SCHOOLS IN OTHER GERMAN STATES.

In connection with the industrial schools of Saxony, it is also interesting to note the progress made in this direction by other German States of the Empire.

In 1862 the city of Barmen sent a commission to Switzerland to study the industrial schools of that country. The result of this trip was the establishment of an industrial school in that city, with elementary and advanced departments. A pupil who desires to be admitted to the elementary class must be 12 years of age, able to read German fluently, and perform ordinary examples in arithmetic. During the winter months practical work is carried on in laboratories and workshops.

The Crefeld industrial school for textiles is one of the best in Germany. The object of the school is to prepare young men by practical and theoretical instruction to become managers and manufacturers as well as thorough experts in the textiles produced in Crefeld. The subjects taught are bookkeeping, spinning, weaving, and drawing. The course lasts two years. The city donated the lot and \$35,000 toward erecting the school building. In Spremburg, Guben, and Kottbus similar schools for the weaving industry were established many years ago.

In 1879 an industrial school was established in Iserlohn for the metal and bronze industry of that city and vicinity. The pupil receives theoretical instruction at school and actual practice in factory and workshops. When these workshops were organized in connection with the school, some fifteen manufacturers of Iserlohn consented to furnish the necessary raw materials free of charge for a period of five years. This donation in reality amounted to \$2,500.^a It is also arranged that young men permanently employed in the factories may take evening courses in drawing and in the theory of manufacture.

In Heinsberg there is an industrial school which teaches young apprentices how to make baskets and how to braid and twist materials for making baskets. There are 3 masters, each having about 25 boys in charge. In Hildesheim, Siegen, Breslau, Sulza, Höxter, Idstein, and a large number of other small towns industrial schools have been founded for building and architectural purposes. The best schools, however, in this line are in Berlin and Holzmünden. They are for the most part under the supervision of and receive subventions from the State.

The following information about the industrial school at Bochum speaks for itself:

1. The school has for its primary object the education of master workmen for the iron, smelting, and machine industries of the district.

2. The course of instruction includes three semesters. The first semester is intended to be a sort of preparatory course, while the two following are devoted to the higher branches of metallurgy and construction.

3. The conditions of admission require that the candidate shall have spent four full years in practical work in some one of the many iron foundries of the neighborhood. No examination is necessary, but a certificate from the foreman of the fac-

^a The State also furnished the needed machinery at a cost of \$4,000.

tory is necessary to show that this time—the four years—was actually spent in a factory and that the pupil's behavior was satisfactory. He must be able to read and write—in fact, a knowledge of the subjects taught in the ordinary public school is required of the candidate.

4. Instruction is given on four week days during the forenoon and on two week days during the afternoon, so that plenty of time is left for excursions to the factories.

The Prussian State railways have also established industrial schools in Elberfeld, Berlin, Königsberg, Frankfort-on-the-Oder, Potsdam, Halberstadt, Breslau, and many other cities, for the purpose of teaching apprentices every subject which has anything to do with the building or repairing of railways cars, etc. In every workshop connected with these schools there are 8 to 10 apprentices, so that the total number considerably exceeds 1,000. Each apprentice in these schools receives a remuneration of 20 cents a day, which is put out at interest until the end of the three years' apprenticeship, when he comes into possession of both principal and interest.

In Wurttemberg there are schools in Stuttgart, Pforzheim, and vicinity for jewelry, musical instruments, and weaving. Many of them have well-equipped libraries. Heidesheim has a weaver's school. Such villages as Laichingen and Sindelfingen—names very little known outside of Wurttemberg—have schools for the linen industry. In Rottenburg there is a school for wood carvers; in Geislingen a school for engravers; in Rottweil one for ivory carving; while Gmünd, Heilbronn and Bieberach have schools for the cheap gold and silver plated ware industries in those localities.

The government of Wurttemberg has done much to introduce and support new industries in certain parts of the country where old industries have died out. Some years ago, for example, the Royal Bureau for Commerce and Trade in Stuttgart decided to give financial assistance to the linen district of Alb, which had greatly suffered from Irish competition. The same was done with the handkerchief house industries in the district of Westerheim. It is the duty of this bureau for commerce and trade to keep in close touch with all the industrial schools in Wurttemberg. It is an institution which collects all sorts of information, data, etc., in regard to the needs of these schools and makes proposals concerning the establishment of new ones.

Industrial education in Baden is far advanced. There is a school in almost every city and village between Heidelberg and the Lake of Constance. Fully 20,000 apprentices are learning how to make clocks and cotton, woolen, and silk goods. Aside from the technical university in Karlsruhe, there is an industrial-art school which is attended by pupils from every part of Baden and these represent almost every trade in the country. In connection with the schools, there are workshops in which the young potter, painter, engraver, wood carver, lithographer, locksmith, blacksmith, cabinetmaker, etc., is getting all the practical knowledge necessary, so that at the end of three years he is master of some particular trade, not merely in name, but in reality.

Hessen can boast of the fact that there is not a single village, no matter how small, in the whole country which has not an industrial school of some kind. They are all under the direction of the minister of the interior. Workshops for actual practice are connected with most of the schools.

Bavaria is also well supplied with industrial schools. In connection with most of the courses there are classes for instruction in arithmetic, geometry, German, history, geography, physics, and chemistry. There are special industrial schools for the weaving industry in Passau, Münchberg, and Lambrecht. The last-mentioned school has an especially good reputation. It is not only intended for the cloth industry, but for linen, flannel, cotton goods, and carpet weaving. The manufacturers are in a position to obtain the most reliable information and statistics in regard to their branch of industry at any time.

This short outline will serve to show that great interest is taken in industrial education, and the time is not far distant when the whole Empire will be thickly dotted with schools all equally as efficient as those in Saxony.

RÉSUMÉ.

The industrial schools in Germany, taking the Empire as a whole, cover the following trades and industries:

Weaving.	Spinning.	Dyeing.
Finishing.	Wood carving.	Sculpturing.
Cabinetmaking.	Masonry.	Clock making.
Basket making.	Paper.	Sugar.
Metal.	Bronze.	Tin.
Zinc.	Goldsmith.	Glass.
Jewelry.	Ivory carving.	Silk.
Lace.	Dress trimmings.	Curtains.
Mechanics.	Brushes.	Potters.
Porcelain.	Shoemakers.	Straw weaving.
Engravers.	Lithographers.	Musical instruments.
Printing.	Firemen.	Machine technology.
Blacksmiths.	Locksmiths.	Carpenters.
Architects.	Iron.	Painters.
Shipbuilding.	Fisheries.	

ERNEST L. HARRIS,

Commercial Agent.

EIBENSTOCK [GERMANY], *July 1, 1903.*

Technical University in England.—The following is a résumé of an article published in the *Frankfurter Zeitung*, June 29:

Lord Rosebery wrote the London County Council, submitting a plan for the establishment of a school in London like the famous technical university at Charlottenburg, near Berlin. In his letter, Lord Rosebery says it is almost a shame that capable, ambitious English boys, who are striving to obtain a complete technical training, are forced to visit American or German universities. Many English industries have suffered—some of them very seriously—and some are still suffering because England failed to provide advanced instruction in the technical trades, sciences, etc., or to provide means for doing the research work that is done so successfully by the Germans.

The most complete example of such instruction, according to Lord Rosebery, is, perhaps, the technical university at Charlottenburg—which the Empire has to thank for a large part of the industrial success attained since 1870-71. Because of Berlin's and Charlottenburg's better methods of preparing young men for their life work, young Londoners and other English boys that come up to London to look for positions find them already filled by Germans. Here one has the cause of the German clerk's ubiquity. He is better prepared than is the English boy for all kinds of work, particularly along lines that call for technical training. Lord Rosebery indicated a desire, in his letter to the county council, to contribute liberally to such a school. He adds the names Wehmer, Veit & Co. This firm, as well as others, is willing to expend large sums to secure such a school. A beginning is to be made by buying 4 acres in Kensington for \$1,000,000. Upon this, buildings to cost \$1,500,000 are to be erected. The only hitch in the good work is the necessity of getting \$100,000 per year to support the school. The main purpose of Lord Rosebery's letter is to get the county council to guarantee the money. A committee or body of directors has been organized, with Lord Rosebery at its head. Among the members are the Duke of Devonshire, Lord Balfour, Julius Wehmer, and the vice-chancellor and president of the University of London. With such men behind the movement it ought to succeed. Of the great need of technical, industrial, and industrial-art education England is at last fully aware. It has been preached for so long and by so many able advocates that its development can only be a question of a very short time.

Cost of German public elementary schools.—The cost of public elementary schools of the German Empire is 415,198,000 marks (\$98,817,124) per year. Of this sum the States contribute 120,357,000 marks (\$28,644,966). The cost of the public elementary schools of the different German States is smallest in the principality of Schaumburg-Lippe, with 213,000 marks (\$50,694), the State contributing 34,000 marks (\$8,092). In the principality of Waldeck the total cost is 359,000 marks (\$85,442), of which the State pays 107,000 marks (\$25,466). Bavaria expends 39,800,000 marks (\$9,472,400), the share of the State being 14,200,000 marks (\$3,379,600); Saxony, 34,300,000 marks (\$8,163,400), the State paying of this sum 4,800,000 marks (\$1,142,400); Wurttemberg, 12,300,000 marks (\$2,927,400), of which the State pays 3,800,000 marks (\$904,400); Baden, 11,000,000 marks (\$2,618,000), the State's share being 2,400,000 marks (\$571,200). In Prussia the State contributed 73,066,000 marks (\$17,389,708), the total cost being 269,917,000 marks (\$64,240,246). The share of the States of the whole German Empire for the support of the public elementary schools was 28.98 per cent; in the Kingdom of Prussia the State contributed 27.6 per cent; in the eastern provinces of Prussia, between 40 and 50 per cent; in the western provinces, only a little over 20 per cent, and in the capital, Berlin, only 2.39 per cent.—*Richard Guenther, Consul-General, Frankfort, Germany, July 22, 1903.*

Practical medicine in Germany.—It is reported that the city of Düsseldorf will soon have the first academy for practical medicine in Germany, and it will be in connection with the new hospital to be erected. As director of the academy, the Kultus Ministry has proposed the name of Professor Witzel, of the University of Bonn. Other professors of Bonn are expected to be called to the academy. The Kultus Ministry has also the establishment of more such academies under consideration. The one at Düsseldorf is for the Rhine provinces and Westphalia. Frankfort is to have one for southern Germany, Breslau for eastern Germany, Magdeburg or Halle for middle Germany, and Berlin for northern Germany. While the academy at Düsseldorf has been definitely agreed upon, the others are only under consideration.—*Richard Guenther, Consul-General, Frankfort, Germany, July 22, 1903.*

Colonial education in Italian Africa.—The Bulletin of the Società Africana d'Italia describes the inauguration ceremonies of a new colonial school recently opened at Asmara, in Italian Africa. The school, while limited to elementary education, is only a beginning. Those interested in the African colonies of Italy cherish the hope that the higher grades of work will soon be added. A new colonial school has been opened at Erythrea.

TRADE SCHOOLS IN GERMANY.

The aim of trade schools for further improvement in Germany is both ideal and practical. Ideal, in offering the young craftsman a moral influence in the building up of his character by continuing the training received in the public schools, which is just what an apprentice needs. Practical, in broadening his ideas as to that which he learned at the public school and in his dealings with the public, and supplementing his shop education, particularly by means of written exercises in bookkeeping, business usages, drawing, etc. When considering that originality, form, and good taste are matters of much importance for the craftsman, especially when in competition with machine work, the benefit of drawing, for instance, is evident.

That the value of these schools is fully appreciated by the State, city, and trades corporations, is readily seen from the fact that during the last year the large cities, and among them Düsseldorf, Crefeld, Elberfeld, and Solingen, have made attendance at these schools obligatory. This is true of 34 schools out of 61. In 45 schools

the number of pupils has considerably increased, and the balance show but a slight decrease; the average weekly attendance is 9.4 hours for each pupil. The non-attendance was only 3 per cent.

A great many schools have adopted the awarding of diplomas and giving of presents, consisting of useful books or instruments, to scholars who showed special diligence and zeal; this has very favorably influenced results obtained in the respective schools. Some schools have also been provided with appropriate libraries, of which the pupils have taken full advantage. Financially, the State and cities have very readily aided the trade schools.

The plan of study is, on the whole, a uniform one. The chief branches are arithmetic, German, and drawing. On the latter much stress is laid, and it is taught in special classes in the larger schools. Apprentices learning the baker's, butcher's, or shoemaker's trade and the like, are, however, under no obligation to take up drawing. Usually a course in bookkeeping is given, in which older persons can also take part. The main object in view is to give such instruction as will mostly benefit the apprentice in later life, as, for example, in addition to the studies already mentioned, the law of and duty toward the school, city, and State. The progress made and results achieved are not only said to be considerable, but pleasing and satisfactory as well.

Respectfully submitted.

JOSEPH J. LANGER,
United States Consul.

SOLINGEN, GERMANY, *August 13, 1903.*

SCHOOL SAVINGS BANKS.

Rector Hannemann, of Friedenau, close to Berlin, has, with very good results, interested himself with this question. In May, 1898, he established the first school savings banks.^a Judging by the increasing number of depositors, the idea has met with general favor.

The plan is about as follows: Every child is urged to save, and can make deposits as low as 10 pfennigs (about 2½ cents); the teacher registers the amount in the child's receipt book and in the class deposit sheet. At the close of each month the amount collected is turned over to the school treasurer, who in turn deposits the money quarterly with the City Savings Bank. As soon as an individual deposit reaches 1 mark (\$0.238) the child is given a regular savings-bank book and commences to draw the customary interest. The rules for withdrawal do not permit withdrawing any money except when leaving school or for confirmation purposes. The committee in charge consists of the school principal, the teachers, a member of the school board, and one private citizen, their services being given gratis. The project has had the desired effect upon the children, and it is claimed that three-fourths of the money now being saved can be attributed to this educational scheme. At the close of the first year, 588 receipt books, representing 78 per cent of the scholars enrolled, were given out, and showed a deposit of 4,758 marks (\$1,132.40); on December 1, 1901, 769 books were out, and represented 16,555 marks (\$3,839.09). For the year 1902, 256 new books were taken out. The total amount deposited during that year amounted to 8,299 marks (\$1,975.17). For the first half of 1903 the deposits amounted to 6,300 marks (\$1,499.40), a decided increase over the same period of the previous year.

JOHN E. KEHL, *Consul.*

STETTIN, GERMANY, *August 10, 1903.*

^a School savings banks have been in existence in Germany and in the United States for more than thirty years.—*Editor.*

INFLUENCE OF TECHNICAL EDUCATION.

The great influence of technical education in developing industries, increasing export trade, and augmenting a country's wealth is shown by a report which the British consul at Stuttgart lately sent in to his Government concerning the polytechnic schools of Germany. There are nine such created and conducted by the Government; two more are now being established. Besides these State institutions, many others under private management, but subject to governmental supervision, exist in Germany, which turn out able engineers and scientifically educated craftsmen.

The British consul points out that Germany, in consequence of its thorough and widespread system of technical education, has surpassed, within the last fifty years, all other nations, and now holds first place in chemical manufactures. He estimates the value of the chemical products annually made in Germany at 1,000,000,000 marks, or \$238,000,000. A very large part of these (especially dyes made of coal tar) are exported to the chief manufacturing nations—the United States, England, Belgium, France, etc., as also to China, Japan, India, etc. There is scarcely a country in the world which does not use German chemicals of some sort.

The transformation of Germany from a poor agricultural country to one of the first and richest manufacturing and exporting nations is, to a considerable part, due to German superior technical training.

Some of the German chemical works have branch establishments in foreign countries. The German capital invested in these earns big profits and adds to the national wealth of the country.

SIMON W. HANAUER,
Deputy Consul-General.

FRANKFORT, GERMANY, *August 10, 1903.*

Foreign students at German universities.—Of the 37,813 students who are at present matriculated at the 21 German universities, 35,082 are Germans and 2,731 foreigners, the latter being 7.2 per cent of the total number. Of these foreigners, 2,299 belong to European and 432 to non-European countries. Russia is represented by 860; Austria-Hungary, 536; Switzerland, 253; Great Britain, 149; Bulgaria, 67; Roumania, 63; Greece, 56; Italy, 45; Netherlands and Servia, 45 each; France, 44; Turkey, 36; Sweden and Norway, 32; Luxembourg, 27; Belgium, 14; Spain, 11; Denmark, 10; Portugal, 3; Montenegro, 2; Lichtenstein, 1; America, 276; Asia (mostly from Japan), 133; Africa, 19; and Australia, 5. Of the foreigners, 628 study philosophy, 616 medicine, 588 mathematics and natural sciences, 351 law, 199 forestry, 146 agriculture, 124 Evangelical and 23 Catholic theology, 29 pharmacy, and 27 dentistry; 876 are matriculated at Berlin, 406 at Leipzig, 257 at Munich, 197 at Heidelberg, 146 at Halle, 128 at Freiburg, 99 at Goettingen, 79 at Jena, 75 at Königsberg, 67 at Bonn, 66 at Strassburg, 54 at Würzburg, 53 at Giessen, 51 at Marburg, 41 at Breslau, 37 at Greifswald, 30 at Tuebingen, 25 at Erlangen, 17 at Kiel, 14 at Rostock, and 13 at Münster.—*Richard Guenther, consul-general, Frankfort, Germany, July 30, 1903.*

SCHOOLS FOR AGRICULTURE IN QUEBEC.

Under date of April 25, 1903, there was incorporated under the laws of this Province a royal school for the purpose of establishing and carrying on an agricultural school, experimental farms, and all works in connection therewith and subjects kindred thereto. This school is to maintain two or more schools and experimental farms in the Province of Quebec, one to be located in the district of Montreal and one in the district of Quebec. Each of the two said schools is to contain accommo-

dations for at least 50 pupils, who will be given a full course of three years' tuition, together with board, free of charge.

The school may provide educational facilities for other pupils for full or partial courses and may charge fees for such tuition.

The course of tuition is to include all branches of agriculture, horticulture, and arboriculture, dairying in all its branches, slaughtering and curing of meats, and carpentering, blacksmithing, and such other trades as may be useful to agriculturists.

The school will establish experimental farms and farms for tuition purposes and will clear and improve land and dispose of the same to graduates of the schools and others, and will make advances to settlers to enable them to take up lands. The school can, for the purposes above mentioned, lease, buy, sell, exchange, and deal in lands and all products of the lands, and may manufacture any and all of said products and dispose of the same.

FELIX S. S. JOHNSON,
Commercial Agent.

STANBRIDGE, QUEBEC, *August 18, 1903.*

Foreigners in German polytechnic schools.—According to latest reports, the technical colleges of Germany are attend by 12,384 German and 2,242 foreign students, 43 per cent of the latter being Russians. Some of the German papers are again protesting against the admission of foreigners to German technical seats of learning, fearing it will injure the manufacturing and export interests of Germany. It is especially the fear of competition from the United States which causes this cry for exclusion.—*Simon W. Hanauer, deputy consul-general, Frankfort, Germany, September 10, 1903.*

EDUCATION AND THE ELIMINATION OF CRIME.

[The following is a résumé of an article in *Die Woche* (The Week), a German magazine, of August 22, 1903.]

Since the Prussian schoolmaster is said to have won Sadowa, education in Europe has been taken as the measure of culture. Knowledge of the elementary parts of the sciences is now regarded as essential to progress. Everywhere in the Western World the school doors are being flung wide open, particularly for the people who have to labor. Taking the year 1840, the year in which the modern movements may be said to have got fully under way, and compare it with the year 1896, the year for which one can find statistics for most European states, we find that the percentage of those who could write in those years was as follows:

Country.	1840.	1896.	Country.	1840.	1896.
	<i>Per ct.</i>	<i>Per ct.</i>		<i>Per ct.</i>	<i>Per ct.</i>
Great Britain.....	59	94	Spain	14	42
France	47	95	Holland.....	70	99
Germany.....	82	99	Belgium.....	45	83
Russia.....	2	22	Scandinavia	80	99
Austria.....	21	69	Switzerland.....	80	99
Italy.....	16	56	United States.....	80	85

These figures furnish cause for rejoicing.

While the percentage of increase in the population between 1840 and 1888 was only 30 per cent, the educational increase was 145 per cent. The percentage in the United States is depressed by the hundreds of thousands of ignorant immigrants. As long as the tide of immigration took its supply from lands in which education was advanced and compulsory, the United States stood farther up the list. In 1889, 92 out of every 100 grown persons could read and write. Since that time the immigration from

western Europe has fallen off and that of eastern Europe increased. Russia, Hungary, Austria, and the Danubian lands have been sending their children to the New World, and the percentage for the United States went down; this, too, notwithstanding the fact that the Commissioner of Immigration is supposed to keep out all those who can not write their own names. Some of the foregoing figures are based upon estimates, hence are to be carefully considered. Figures taken from the different recruiting offices are a better basis upon which to build. In these, Germany leads again, with only 1 in 1,000 unable to read and write:

Country.	Per 1,000.	Country.	Per 1,000.
Germany.....	1	Austria-Hungary.....	226
Sweden.....	1	Greece.....	300
Denmark.....	4	Italy.....	380
Switzerland.....	22	Russia.....	620
Holland.....	40	Servia.....	790
France.....	49	Roumania.....	890
Belgium.....	128		

The number of men in Great Britain who could sign the marriage register was 67 per cent in 1841 and 88 per cent in 1888; of the brides, 51 per cent could write in 1841 and 84 per cent in 1888. In France 55 per cent of the women and 71 per cent of the men could write in the marriage register in 1861, and 78 per cent of the women and 86 per cent of the men in 1883. In Italy the conditions, though bad, are encouraging. In 1871, only 23 per cent of the women were able to write in the marriage register; in 1883, 33 per cent. It all indicates the marvelous progress of modern times in the matter of education. France in particular is a shining example. She now leads, and Germany steps back from first place. The amounts paid by France for education increased more than fivefold from 1860 to 1892. Between 1880 and 1892 they more than doubled. In other words, they went from 28,000,000 marks (\$6,664,000) in 1860 to 66,000,000 marks (\$15,708,000) in 1880 and 148,000,000 marks (\$35,224,000) in 1892, although the population was practically at a standstill. The schoolmaster of Sadowa and Sedan has taught France well. Mulhall was of the opinion that there was a direct connection between ignorance and crime. As proof of this, he furnished the following figures showing the illiteracy and crime in Great Britain:

Description.	1841-1850.	1851-1860.	1861-1870.	1871-1880.	1887.
Children at school to every 1,000 of population.....	11	26	47	82	125
Criminals to each 100,000 of population..	122	96	68	50	38

The number of youthful criminals fell from 45.8 per 100,000 of population to 21.5, and this brilliant result was attributed by Mr. Mulhall directly to the improvement in education. Now, we are the last in the world to depreciate the value of education as an aid to good morals and civic virtue, but it seems to us to be going too far when we give the school all the credit for this great change for the better. For, alas! in other lands, equally well provided with schools and educational facilities, the number of youthful criminals is increasing. In Germany 741 per 100,000 of population in 1886 and 873 in 1895 were condemned for crimes; but the number of youthful criminals went up from 31,510 to 44,380, or from 89 per 1,000 to 98 per 1,000 of those sentenced. There was an increase in youthful crimes of 40 per cent, while the population increased but 10 per cent. This shows that the connection between crimes of young people and education is not so close as Mr. Mulhall would have had us believe.

The humane state will have to devote a large part of its work of crime prevention through educational agencies. In this regard, it is interesting to note that there is a close connection between prostitution, vagabondage—this fruitful mother of crime—and crime. Among the masses of women who sell themselves for the world's pleasure, the illiterate make up by far the largest part; on the other hand, the highly educated supply only a vanishing fraction. In Paris, out of 4,470 examined, 2,392 could neither read nor write, 1,780 could barely read and write, and only 110 could do both well. In Manchester, not 1 per cent of those examined could read and write. Doctor Baer, the distinguished advocate of temperance, tells us that of Germany's criminals 14.4 per cent were analphabets—persons ignorant of the alphabet. In some penitentiaries east of the Elbe 54 per cent were illiterates. There is doubtless a connection between education and the decrease of crime, but one must not forget that the almost miraculous change in England is largely due to the wonderful advantages offered by the fairylike progress in material things through which England has passed during the last fifty years. While the prices of foods, clothing, and living generally have decreased, wages have gone steadily upward. Want and temptation vanished; hence crime, so long affected by the price of bread, decreased. The better education has only helped as one factor in progress.

[One ought to add, by way of suggestion, at least, that the increase in crime on the Continent, particularly in Germany, may be due in a very large measure to the great change in the lives of the people. Since 1840 the German Empire has changed from a farming or agricultural state to an industrial or manufacturing one. In 1840, 67 per cent of its people were on farms and 33 in mills; to-day, 66 per cent are in the mills, shops, etc., and only 33 per cent on farms.]

INDUSTRIAL EDUCATION IN EUROPE.

ITALY.

Technical education in Italy during the past few years has made rapid and praiseworthy progress. As long ago as 1880 the Government appointed a commission to thoroughly study this question in all its details. The report of the commission was to the effect that Italy's future as a manufacturing country depended upon the intelligence and skill of her working classes, and that nothing could more effectively further the interests of the country in a national sense, or raise the general condition of the people, than a broad and liberal support of industrial education on the part of the State. There is perhaps no country in the world which has more extended house industries than Italy. The silk industry, the manufacture of hemp and tow, the twisting of baskets, and braiding of straw hats, for example, furnish employment to many thousands of people in their own homes. These industries, like similar ones in Germany and Bohemia, have taken deep root among the peasant classes of Italy. The Government, in preparing its scheme of industrial education, had to consider the interests of the house industries to a very marked degree.

There is no question but what a well-developed house industry, especially in such a country as Italy, has many praiseworthy features, and from a politico-economical standpoint is a question of vast importance. Unlike Germany, Italy has succeeded in preventing a wholesale emigration from the rural districts to the large cities. The surplus population has gone to the United States, Brazil, and Argentina. The products of the Italian soil during the past twenty years have not only been increased, but the large emigration to foreign countries has, on the whole, produced but little effect. It is therefore evident that the Italian Government has a deep interest in fostering house industries side by side with the agricultural interests of the country in localities where it is practicable, and any plan of industrial education which is intended for the good of the manufacturers at large must reach that class which labor a part of the time in their own homes, as well as that class which labors all the time in the factories of the large cities.

Having the combined industrial and agricultural interests of the country in view, the Italian Government during the past twenty years has gradually established a system of industrial schools which to-day extends all over the country, and one is to be found in every village which can boast of having an industry of any kind. They receive subventions from the State and are under the control and supervision of the minister for agriculture and commerce.

The majority of these schools are divided into four departments, the branches of industry taught depending, of course, upon the particular industry which has taken root in that locality. The departments in the school at Biella, for example, are as follows:

1. Public and private architecture.
2. Mechanics and mechanical industries.
3. Weavers and mechanical weaving.
4. Wood carvers and art industries.

To the first class belong those who have a good knowledge of all elementary branches taught in the public schools. In the other three classes only those are admitted who have previously acquired some practical knowledge of mechanical weaving, wood carving, etc.

There are also advanced industrial schools in Italy which give special training to students who expect to associate themselves with the glass, iron, marble, and other industries of the country. The subjects taught in this class of schools are as follows:

Italian.	French.	Arithmetic.
History.	Geography.	Drawing.
Natural history.	Physics.	Chemistry.
Agriculture.	Shipping.	

The course lasts four years, and there are practical workshops connected with many of the schools. A certificate or diploma from one of these schools admits an applicant without further examination to the technical and classical universities of Italy.

HOLLAND.

The industrial school, or Ambachtschool, in Holland educates skillful and practical workmen for the different trades, such as cabinetmakers, blacksmiths, locksmiths, carpenters, etc. Instruction is divided into three departments, as follows:

1. Elementary instruction.
2. Theoretical instruction for carpenters and architects.
3. Practical instruction for cabinetmakers, locksmiths, etc.

One of the best schools of this class is the Ambachtschool in Rotterdam. In the elementary department instruction is given in reading, writing, arithmetic, history of the Netherlands, and geography. The theoretical and practical departments are attended by students belonging to the following trades:

Carpenters.	Blacksmiths.	Furniture makers.
Painters.	Locksmiths.	Stonecutters.
Coppersmiths.	Masons.	Sculptors.
Brush makers.	Metal workers.	Printers.
Cabinetmakers.	Coopers.	

The workshops connected with the school are better equipped, perhaps, than any other of this class in Europe. In the practical workroom the pupils are placed in classes which are cognate with each other; as, for example, under the head of carpenters are classed all those whose trade has to do with woodwork, such as wagon makers, coopers, cabinetmakers, etc. The workshops have been developed to such an extent that in the metal-working branch, for instance, engines driven by steam and electricity have been set up wherever practicable. The school authorities are

permitted by the State to purchase, for the use of students in the workshops, the necessary wood, iron, steel, nails, stone, copper, metals, colors, coal, glass, etc. The products manufactured by the students are then sold wherever practicable for building purposes, etc. A great many tools for the hand trades are manufactured every year.

Similar Ambachtschools are located in Arnheim, The Hague, Groningen, Utrecht, and other cities of Holland.

RUSSIA.

Much has been done for technical education in Russia. At different periods throughout the nineteenth century, technical schools with advanced curriculums were founded in Moscow, St. Petersburg, Helsingfors, Riga, and other cities of the empire. Industrial schools, however, for apprentices—such as exist in Saxony, for example—are but little developed in Russia. The same is true of technical education on such an elevated plane as that taught in the German universities of Charlottenburg, Darmstadt, Dresden, etc. The want of such training in Russia is becoming more apparent every day, and especially so at a time when the State is exerting every effort to extend the railways in different parts of the empire, when electric railways are being planned and built in many cities, and when mines are being exploited at a rapid rate. Russian students compose a very large percentage of the foreigners matriculated in the German technical universities.

Instruction, however, in the class of schools above mentioned is thorough, and in no country, with the exception of Holland and Germany, is the system of practical demonstration better developed than in Russia. The schools, for the most part, wherever practicable at least, are connected with large factories, where the student receives wages for the work actually performed, the same as a common laborer. During the hours devoted to such practical instruction the student assists in manufacturing motors, pumps, boilers, tools, etc. In many factories it is the custom to permit the student to temporarily act as foreman or manager of some particular department or branch of manufacture after he has passed through the prescribed course of theoretical and practical training.

There are two classes of students in the technical school at Moscow. The first class consists of those who have graduated from a gymnasium or high school, and the second class consists of those who have completed the courses taught in the ordinary public school. A great many belong to the latter class who have only a scant knowledge of reading, writing, and arithmetic. The students of the second class must attend a sort of preparatory school for three years in connection with practical work in factories before they are permitted to enter the first class of the technical institute, which is chiefly devoted to theoretical instruction. The pupils of the first class, however, are permitted to attend at will the practical instruction given to the members of the second class.

The tendency in Russia at present is to establish middle-classed industrial schools with workrooms where apprentices may learn such trades as that of blacksmith, locksmith, cooper, carpenter, cabinetmaker, etc. It will then be possible, for those who so desire, to enter the first class of the technical institute. The need of primary industrial schools in Russia is apparent when we take into consideration the fact that fully 8,000,000 people are partially engaged during the year in the widely diversified house industries of the country, which in extent and importance are second only to those of Italy.

SWEDEN AND NORWAY.

House industries have also taken deep root in Sweden and Norway. The topography of the country, the climate, and the conditions surrounding agriculture in general have produced a state of affairs favorable to such industries. The people

who live in the sparsely settled mountain districts, where railroads have not yet penetrated, spend the long winter evenings in making homespun cloths and in dressing hides and skins.

Industrial education in Sweden and Norway is chiefly connected with the public school system of the two countries, and there is scarcely a town, large or small, which is not supplied in this respect. In many of the country districts evening classes have been arranged for the purpose of giving instruction to young men and women in sewing, spinning, and weaving. In a number of cities elementary technical schools have been founded which prepare students to enter the royal technical institutes in Stockholm and Gottenborg. The elementary school in Boras is intended especially for weavers and has a workshop fitted up for practical instruction. The evening preparatory school in Eskilstuna trains young men to work with iron and steel, while those in Filipstad and Falun are preparatory schools of mining. The course of instruction given, on the whole, in these schools covers the following subjects:

Arithmetic.	Geometry.	Machine construction.
Architecture.	Engraving.	Materials of commerce.
Painting.	Drawing.	Lithography.
English.	French.	German.
Bookkeeping.	Modeling.	

DENMARK.

In 1868 a Danish officer named Clauson-Kass made a thorough study of the conditions surrounding the house industries in the country districts of Denmark. He found the people not only industrious, but that the skill with which they had adapted themselves to producing all the necessities of everyday life was something marvelous. His investigations led him to the conclusion that every effort should be made not only to preserve the house industries, but that a system of education should be introduced whereby the youth of the country might receive training in the hand trades. In order to put his theories into practice, he resigned his commission in the army and founded a small school in the little town of Nestved. All his energies were directed toward classifying the different kinds of hand trades and house industries, with a view of founding schools all over the country wherever the same might be systematically taught and fostered. His efforts attracted the attention of the Government, and State aid on a small scale was soon forthcoming.

The industrial schools in Denmark to-day pay especial attention to basket weaving, brush making, bookbinding, wood carving, straw weaving, and cabinetmaking.

SWITZERLAND.

Advanced technical education in Switzerland may be secured in the polytechnicum of Zurich. The instruction is theoretical, combined with excursions to the factories in the city and neighborhood. The middle sphere of technical education is represented by industrial schools, which are divided into three departments, as follows:

1. The technology of mechanics (Mechanisch-technische).
2. The technology of chemistry (Chemisch-technische).
3. Commercial (kaufmännische).

Workshops in connection with the industrial schools, when compared with those in Saxony, for example, are but little developed. There is a tendency, however, on the part of these schools to adapt themselves more and more to local conditions. The weaving schools, for example, in Winterthur and St. Gall enjoy an excellent reputation. The first industrial school for weavers in Switzerland was established in Wattwys, Canton of St. Gall, in 1881.

The hours devoted to practical and theoretical instruction in the industrial weaving schools of Switzerland usually number ten each day. During the forenoon,

from 7 o'clock until 12 o'clock, the pupil is taught how to sort, prepare, thread, mount, and weave. During the afternoon, from 2 until 7 o'clock, the theory of weaving is taught in all its details. For practical instruction many of the schools are supplied with hand-weaving machines, while a number of the most important ones have mechanical machinery. The courses of instruction are divided into two parts, namely, theoretical and practical, each course lasting six months. During this time the pupils manufacture large quantities of handkerchiefs, napkins, and ordinary cloth. During the latter part of the course they are thoroughly instructed in the art of weaving damask, ordinary piqué, and double piqué. The pupils in every case are so grounded in the technicalities of weaving that they step from the school to the factory, and from the spindles of the factory there is nothing to prevent those gifted with exceptional skill from rising to the positions of foremen and managers.

The industrial schools of Switzerland have left their stamp upon the industries of the country and have materially assisted in placing Swiss manufacturers in a position to compete with the laces, ribbons, cottons, silks, watches, and clocks of other European countries.^a There are industrial schools for clock and watch making in Geneva, Locle, Chaux-de-Fonds, etc., there are art and industrial working schools in Zurich and other cities for women, and there are industrial schools for the hand trades in most of the cities and towns of the country. The subjects taught in these schools are drawing, arithmetic, geography, bookkeeping, German, French, and practical instruction in the trade chosen by the pupil.

AUSTRIA.

The exposition of 1873 in Vienna exercised a great influence upon technical education in Austria. To-day there are industrial and trade schools in every part of the country, as well as numerous special schools for weaving, wood carving, basket making, and for practical instruction in making firearms, machinery, glass, watches, clocks, etc.

There are at present in Austria between 400 and 500 industrial schools of all classes and grades. Advanced technical education may be had in the polytechnicums of Vienna, Gratz, Prague, Brünn, and Lemberg.

Technical education in Austria may be divided into six classes, as follows:

1. The technical university or polytechnicum.
2. State industrial trade schools.
3. Industrial art schools.
4. Specialized industrial schools, with workshops.
5. Primary industrial school classes, where instruction is given evenings and on Sunday.

6. Technical trade museums, in connection with which instruction is given in a general way.

The average industrial school is supported by the State, but the local authorities and private individuals in most cases furnish the schoolrooms with light and heat. The schools are under the immediate control of a school committee, the members of which reside in the community. This committee, however, acts in harmony with the wishes of the minister of commerce, who reserves to himself the right of confirming the appointment of the various directors, and of directing the educational policies of the schools in general.

FRANCE.

Technical education has been the subject of much attention in France since 1878. In addition to the technical universities and technical schools for roads, bridges, mines, and civil engineers, there are industrial art and trade schools for textiles,

^a The total exports declared from the various consular districts in Switzerland to the United States during the fiscal year ended June 30, 1902, amounted to \$18,126,431.56.

tobacco, powder, clocks, gloves, porcelain, and every other article of manufacture in France which has claims to any importance.

There are many industrial schools in France which are worthy of special attention. This is true of the one in Cluses, Savoy, which was established in 1863 for the clock and watch industry. It admits pupils between the ages of 14 and 20, but every candidate must have a good elementary education. The aim of the school is to train up practical workmen for the watch and clock industry of that district. There is also an advanced course for those who wish to become manufacturers in this branch.

The industrial textile schools in France are numerous, but they have not all attained the same degree of efficiency. These schools may be divided into two classes, namely, those which serve the interests of the textile industry in general and those which serve only the interests of some specific textile branch in some particular locality. When Alsace belonged to France the industrial textile school in Mülhausen was considered a model of its kind. When Alsace was ceded to Germany in 1871 the French Government established in Epinal and Rouen two industrial textile schools, which to-day are superior to the one in Mülhausen. These two schools may be considered as belonging to that division of French industrial schools which serve the interests of the textile industry in general. The course of study at Rouen lasts three years, and the curriculum is as follows:

First year.—Mathematics, physics, chemistry, English, and practical work in laboratories.

Second year.—Weaving, spinning, raw materials, German, and drawing.

Third year.—Applied mechanics, dyeing, art of making samples, Italian, and machine construction.

Similar schools have been founded by the Government in Lille, Roubaix, and Lyon. The city of Roubaix gave the lot, library, and furniture, while the State erected the building. Both city and State support the school with annual subventions.

In all the industrial schools of France great stress is laid upon practical instruction in workshops. These workshops or laboratories, as the case may be, are the counterparts of machine shops and factories, so that the pupil on leaving the school may enter the ranks of the industrial army of France trained and ready for active work in the various branches of industry.

ERNEST L. HARRIS,
Commercial Agent.

EIBENSTOCK, GERMANY, *August 13, 1903.*

MR. MOSELEY'S INDUSTRIAL INQUIRY.^a

(Translated from a paper published by the Union of Metal and Mine Workers of France, dated August 12, 1903.)

Limiting our analysis of the work of the commission to its general conclusions, we omit, with that object in view, the replies made to the various questions and lay stress on the information which permits us to complete the first impressions obtained.

INSTRUCTION OF YOUTHFUL EMPLOYEES.

The opinion of the commission seems to be unanimous in regard to the value of the instruction given to the youthful employees in the United States compared with what is given to the same class in Great Britain and Ireland. All the delegates were impressed by the degree of general instruction received by the young people in

^a Apropos of Moseley's second commission, composed of educators and scientific experts, which recently visited the United States for the purpose of studying at first hand the forces and factors underlying America's success, the following statement of the conclusions of the former commission is just now of special interest.

American industrial concerns and by the facilities afforded—unknown in England—to obtain a secondary or even a higher education.

"My opinion is," says the delegate of the Manchester spinners, "that the young American is better equipped than the young Englishman for the battle of life by the preliminary education which he receives. The children of American workmen stay at school till they are 14, 15, or 16 years old, and in the latter years of their school life they acquire just such knowledge as fits them from their very entrance into industrial life to be useful to themselves and to their country. The children of the English working class leave school too soon."

The delegate of the tailors says: "The American school system is very much better than ours. In certain States the boys and girls are able to pass from the kindergarten to the higher schools without costing a dollar to their parents. In many States the frequentation of the universities even is gratuitous. England is a quarter of a century behind the age, and each year augments the difference." The delegate of the bookbinders confirms that judgment, for he says: "The system of education appears to be very well adapted to the wants of the nation. The ambition of a great number of workmen is to see their sons attain a fine position. This ambition is encouraged and aided by the facilities offered to the child who has a taste for study." "That ambition is so much the easier to understand," says the iron and steel delegate, "when one knows that the wages of the parents are much higher than in England. The wages of the little ones are not needed in the family." He cites a fact from the census of 1900 to show that the metal trades at that time did not employ more than 1,901 children under 16 years of age. Another delegate, visiting an ordinary school, found that fully 50 per cent of the children remain there till their fifteenth year (the law compels them to stay till they are 14), and as many as 25 per cent of the children stay till they are 16 years old.

The delegate of the tailors says further: "At home [in England] the poverty of the parents is responsible for the ignorance of the children. In America the poverty of the father is an added reason for the child to receive the best education the nation can give. The American nation is so impregnated with this point of view that I have heard employers express a certain repugnance to employ any child before its eighteenth year."

This, then, is the general instruction given to the children of the working classes. But when the delegates came to study the system of professional education and apprenticeship in the United States they generally gave the preference to their own country. It is, for example, the opinion of the delegate of the parliamentary committee of the trades unions that England leads in these lines. It seems to him that in America the professional schools serve the youth of the middle classes—young men destined to direct industrial establishments later—rather than the children of the working classes. He thinks that in this respect the position of the poor is better in England than in the United States. "The apprentice system," he says, "if it ever existed in the United States, is in a fair way to disappear. In the language of Samuel Gompers, president of the American Federation of Labor, the subdivision of work, resulting from the introduction of machinery, has killed apprenticeship. To-day it is necessary to get skilled labor in Europe, particularly in England." The delegate of the machinists and those of the shipbuilders are also of the opinion that the English system of apprenticeship is the best.

The delegates of the bricklayers and of the plasterers say that professionally England is ahead of the United States. The delegate of the Sheffield cutlers (working-men) also notes the lack of advantages enjoyed by apprentices in America. "The employers find," he says, "that the apprentices produce more weariness of spirit than they render services. The child leaving the school wants to earn money, and much of it, as soon as possible. Besides, the division of labor is so great that the European long term of apprenticeship is more rarely useful in the United States than in Europe."

THE WORK DONE BY MACHINERY.

The development of machines and its extremely judicious utilization struck the delegates very forcibly. It appeared to them as one of the essential causes of the superiority of the United States in certain branches of industry. "The head of an American concern or undertaking," said in substance one of the delegates of the machinists, "is endowed with a remarkable spirit of initiating; he is always ready to introduce into his establishment the very latest and most perfect machines. This spirit of initiating is, besides, a characteristic of the nation." The delegate of the printers said that at Chicago, as well as elsewhere, there is a feverish rivalry among the printers in incessant changing of their machines. Often one has hardly been adopted before it is rejected to make place for another just invented or perfected.

Again, everyone is trying to reduce the manual labor to a minimum. "Everything that tends to reduce it," said the delegate of the leather industry, "is eagerly adopted." One can say the same of every industry. The search for processes to reduce the number of hands employed and yet keep up the amount produced, or even to increase it, is the constant effort of every American employer. The specialization of machines has attained such a degree that the delegates could not suppress their surprise; and yet, according to the delegates of the shipyards and of the textile industries, England is as well equipped in those lines as is the United States. The introduction of new machines and the degree of perfection secured in the equipment do not arouse any opposition on the part of the American workman; oftentimes they are received with favor. The work really becomes less troublesome and the former wages are never reduced—sometimes they are increased, and when not, the workman knows that they will be later. Here is what the typographical delegate has to say on this matter:

"I have spoken with the members and with the leaders of the Typographical Union of Chicago on the question of the machine and the results of its introduction into the trade. They were unanimously of the opinion that while at first the effect was disastrous to labor, the later results were higher wages and fewer hours of labor. Books have come down in price and the newspapers have increased in size; they all employ as many hands as ever."

Besides, the laborers participate in the improvement of the machines upon which they work. Employers encourage them to make improvements by compensating them liberally for inventions. Mr. Moseley goes into this matter to some extent in his report. "In many establishments," he says, "a box is set up somewhere into which ideas, plans, projects, etc., of the employees are thrown, the employers asking that this be done by means of a little placard. Suggestions as to improvement of machinery and as to improvements in administering the works are wanted, asked for, and often received. The contents of the box are examined regularly and many of the ideas suggested are tried. If they are adopted for good the inventor or party making the suggestion is rewarded, sometimes by a portion of the accruing profit or by an advance in position. Precautions are taken to preclude the possibility of anyone suffering from the jealousy of other employees or of the bosses."

 THE PRISON POPULATION OF JAPAN.

An interesting return was recently published in the Official Gazette giving the number of persons confined in the various prisons of the Empire at the end of June last. From these statistics it appears that the number of prisoners of all descriptions was, on the date given, 61,967, as against 60,393 on the corresponding date last year, an increase of 1,574. It would be interesting to learn what is the cause of the increase this year. For some years past the prison population of Japan has shown a very

satisfactory inclination to decline. Thus, in 1895, the population of the prisons on the 31st of December was 77,551. By the same date, in 1896, it had declined to 75,423. There was a still more substantial decline in the following year, when the figures were 70,784. Next year (1898) there was a rise to 72,542, and in 1899 a very decided fall to 60,960. In 1900 the number of persons detained in prison on the 31st of December was 60,960, and, as stated above, the number on June 30, 1902, was 60,393, and on the same date this year, 61,967. It is interesting incidentally to note the reason for the remarkable diminution in the number of persons confined in Japanese prisons which took place between the end of 1898 and the end of 1899. It will be remembered that 1899 was the year that the new treaties came into force, and at first sight the superficial generalizer might come to the conclusion that the throwing open of the country had a depressing influence on the criminal industry. This was not exactly the case, and yet there can be no doubt that the new treaties have had an indirect influence on Japan's prison population. It will be remembered that for some months before the treaties actually came into operation a vigorous criticism was maintained with regard to the disinclination of Japanese judges to grant bail. As we pointed out, the defect was not so much in the law as in the custom of the courts, and we urged that there were very many cases where accused persons were detained in prison on very flimsy evidence who ought properly, under the law, to have been set free on such terms as to bail as the courts believed would prevent any miscarriage of justice. Those criticisms were passed with special reference to foreigners coming under Japanese law, but, as we pointed out at the time, any amelioration obtained in the working of the law would be as much, if not more, to the advantage of the Japanese as to that of foreigners newly brought within the domain of Japanese jurisprudence. Our prediction has, we find, been justified by results. The number of unconvicted persons who were actually detained in Japanese prisons on December 31, 1897—which, of course, was only a small proportion of those who had been detained for a greater or less number of days during the year—was 10,927. On the same date in the next year—the year preceding that on which the new treaties came into operation—the number was 9,907. On December 31, 1899—five months after extraterritoriality had been in full force, and with time for the foreign criticism to have had effect in an instruction from the judicial department to the judges on the matter of bail—on that date the number of suspects detained in prison had fallen to 7,207, a decline of 2,700, or more than 25 per cent. The total decrease in the number of prisoners on the specified date as compared with 1898 was, however, close on 12,000, and, in examining into the reason for this, we find that the diminution appears to have been caused by a reduction in the number of arrests for minor offenses. That also was a matter to which foreign criticism was strongly directed at one time, and the remarks made appear to have had their effect with the authorities who, in Japan more, perhaps, than in most countries, have an open mind on public questions and show themselves always willing to listen to reasonable criticism.

The reason for the increase of the number of prisoners in June last, as compared with the corresponding period last year, is not easy to discover, as the statistics given in the Official Gazette are very meager. The number of suspects remains about the same as on the last day of December, in 1899, being 7,143 in June last against 7,207 on the former date. Possibly the cause of the increase may be found in the activity which the authorities have displayed of late in the matter of offenses against the law of bribery. However, it is satisfactory to note that there has been a progressive diminution in crime during the last few years. In 1894 the number of convictions was 185,825; in 1896, 169,864; in 1898, 167,508, and in 1900, 131,200. What is less satisfactory is that the proportion of serious crimes does not seem to diminish so rapidly, being 2,999 in 1894, 3,039 in 1898, and 2,675 in 1900. However, there is a decrease, though the figures show curious fluctuations. On the

whole, Japan's criminal statistics afford satisfactory indications of progress, not only in the reduction of criminality, but in a more complete appreciation of the rights of individuals by the judiciary.

SAMUEL S. LYON, *Consul*.

KOBE, JAPAN, *September 3, 1903.*

THE PUBLIC SCHOOLS OF THE GERMAN EMPIRE AND OF PRUSSIA.

The latest volume of the Statistical Yearbook for the German Empire contains for the first time statistics with reference to the condition of the public schools in the German Empire and the various States of the federation, which may be also of interest to Americans.

Only the figures for the Grand Duchy of Mecklenburg-Schwerin are lacking. Without these it is shown that in 1901 there were in Germany 58,164 public schools, with 122,145 male and 22,339 female teachers. The number of pupils was 8,829,812. To these must be added 614 private schools of the same character as the public schools, with 39,799 pupils. If similar conditions prevail in Mecklenburg-Schwerin as in Mecklenburg-Strelitz, which is likely, the number of public schools will be 60,000 in round numbers, with about nine millions of pupils.

As the census of December 1, 1900, showed that the total number of children of school age was 9,800,000 in Germany, more than nine-tenths of these receive their education in the public schools. The expense for the maintenance of these public schools was 412,886,000 marks, 120,357,000 marks of this sum being contributed by the State. The average expense of one pupil was 47 marks per year, and the average of pupils for one teacher was 61. In these latter figures, however, a great difference exists in the various German federal States. In 14 of these, including Alsace-Lorraine, they are below the average. The most favorable showing is made by Lubeck, with only 34 pupils for one teacher; next comes Hamburg with 38, Mecklenburg-Strelitz with 42, Alsace-Lorraine with 43 pupils. In five of the federal States the number of pupils for one teacher is little above the average, as for instance in Prussia, where the number is 63. The total average would still be more favorable if it were not raised by the principalities of Schaumburg-Lippe with 99, and Lippe with 92 pupils. In these two States, however, the average cost per pupil is the lowest also, being 25 marks per year in Lippe and 28 marks in Lippe-Schaumburg, much below the average of 47 marks for the whole Empire. Seven federal States exceed this average, among which is Prussia, with 48 marks per pupil. Of all the principalities Bremen is the highest, with 77 marks; Hamburg next, with 74 marks. In the city of Berlin, however, it is 95 marks.

Of the 614 private schools of the character of public schools, 315 with 12,964 pupils are in Prussia. Hamburg has 80 of such private schools with 13,207 pupils; Alsace-Lorraine 77 with 3,395 pupils, and Saxony 58 with 4,775 pupils. No such private schools existed in Hesse, Brunswick, Saxe-Meiningen, Saxe-Altenburg, Schwarzburg-Rudolstadt, Waldeck, the two Reusses, and Lubeck.

Prussia in 1901 had 36,756 public schools, with 76,342 male and 13,866 female teachers. The number of pupils was 5,570,870. The cost of maintenance was 269,917,000 marks, of which sum the State contributed 73,066,000 marks. As stated before, the average is 63 pupils for one teacher, being a little less favorable than that for the whole Empire, which is accounted for by conditions in Posen, Silesia, and Westphalia, where the average is from 70 to 74 pupils for one teacher. In some districts, especially in the rural ones of Posen, the showing is still worse—86 pupils per teacher; next comes the district of Minden, Westphalia, with 82. The most favorable conditions existed in the city of Berlin, where nearly all the children of

school age (99.78 per cent) were taught in the public schools, with an average of only 47 pupils per teacher.

The conditions of the public schools in Prussia have steadily improved within the last two decades. While in 1863 only about 54 per cent of all children could be taught under normal conditions, the percentage had risen to 77.85 in 1901. As a matter of course the cost of maintenance has increased. In 1886 it amounted to 186,000,000 marks in round numbers, in 1901 to 270,000,000 marks. The average per pupil a year was 48 marks in 1901. Below this average was the province of Posen (35 marks), western Prussia (38 marks), eastern Prussia (39 marks), Silesia (39 marks), Pomerania (43 marks), Province of Saxony (44 marks), and Westphalia (47 marks).

Considerably above the average were Hohenzollern (59 marks) and Hesse-Nassau (60 marks), while the city of Berlin leads all Germany with 95 marks per pupil.

RICHARD GUENTHER,
Consul-General.

FRANKFORT-ON-THE-MAIN, *October 3, 1903.*

Discrimination against foreign students in Germany.—The Saxon minister of education and ecclesiastical affairs has recently issued an order changing the statutes of the Royal Polytechnical School at Dresden respecting foreign students, to take immediate effect. Henceforth all students who are not German subjects must pay, in addition to the regular tuition, other fees, the amount of which will depend upon the number of hours and courses taken by a student. The polytechnicum at Charlottenburg, near Berlin, has changed its curriculum regarding foreigners, and last year the University of Leipzig changed its fee schedule so as to make it almost twice as expensive for a foreigner to graduate as it is for a German subject.—*Brainard H. Warner, jr., consul, Leipzig, Germany, October 7, 1903.*

THE BOOK TRADE IN GERMANY.

The book trade in Germany has acquired a peculiar and complicated character, which is the result of long years of gradual development. The trade shows a tendency toward decentralization. In England and France the book trade has become more or less centered in London and Paris, but in Germany the university towns and capitals of the different States have succeeded in keeping a grip upon the trade, which has contributed much toward maintaining the intellectual ascendancy of such cities as Leipzig, Berlin, Stuttgart, and Munich.

The official statistics for 1903, published in *Offizielles Adressbuch des Deutschen Buchhandels*, place the number of book publishers in Germany at 2,000, exclusive of those who issue works on art and music. There are also about the same number of retail dealers and printing establishments which publish certain books as a side line to their regular business. The publisher may be looked upon as the actual originator of the book trade, inasmuch as he buys the manuscript from the author, undertakes to have it printed, and then places it before the public. The business relations between a publisher and an author are always regulated by a definite contract. It often occurs that a publisher imparts to an author his ideas regarding certain works which he desires to have written, and it is this class of books which are usually placed upon the market on the subscription plan. The number of new subjects which find their way into print amount to about 25,000 per annum. In 1898 there were 158 commission book agents in Leipzig, 42 in Berlin, and 15 in Stuttgart, who waited upon 9,500 retail book dealers. In Germany every man who is connected with the book trade must have a commission agent in one of the three above-named

cities, whom he must publicly acknowledge as his representative. The following table shows the number of book publishers and retail dealers in Germany:

Year.	Publishers and dealers.	Employees.
	<i>Number.</i>	<i>Number.</i>
1875	3, 220	10, 590
1882	4, 426	14, 481
1895	8, 425	24, 692
1903 (estimated)	10, 000	30, 060

During the six years from 1896 to 1901, the number of failures in the book trade in Germany, according to the figures published in *Der Deutsche Buchhandel und die Wissenschaft* (von Karl Bücher), 1903, was as follows:

Year.	Failures.	Year.	Failures.
	<i>Number.</i>		<i>Number.</i>
1896	32	1899	46
1897	49	1900	61
1898	58	1901	89

The book industry in Germany at present, like many other branches of manufacture and trade, is suffering from overproduction. The vast majority of the 25,000 new books catalogued during 1902 proved to be a drug on the market. This state of affairs naturally makes its influence felt in the bookstores all over the country. Another hardship which the retail dealers are laboring under at present is the difficulty in securing able assistants as clerks and bookkeepers. The number of young men who find their way into the bookshops as apprentices is becoming less every year. If their training has been such as to give them a good literary knowledge of the book trade in general, they prefer to find employment in the publishing houses, where they enjoy shorter hours and better wages. A ruinous rival of the retail book dealer in Germany is the department store, which has been established in all the large cities of the Empire. These large establishments use books as advertising matter, and often sell them at a price below that actually paid to the commission agent. In small towns many bookbinders sell books of every description as a side line, which increases the difficulties of the retail dealer. The opinion prevails in well-informed circles that the retail bookstore in Germany, exclusively as such, has seen its best days.

ERNEST L. HARRIS,
Commercial Agent.

EIBENSTOCK, GERMANY, *September 16, 1903.*

COMMERCIAL AND INDUSTRIAL EDUCATION IN ENGLAND.

It is a remarkable fact, acknowledged even by Englishmen, that in the country whose commerce, so to speak, controls the world commercial education up until a few years ago was neglected. In 1901 the foreign commerce of the United Kingdom amounted to \$2,540,264,000 imports and \$1,692,880,000 exports. The imports, therefore, were \$847,384,000 in excess of the exports. To these figures must be added the Kingdom's great internal commerce. No exact statistics are available, but it may be assumed that the internal commerce of the United Kingdom is equal to its exports and imports together.

In addition to this, one must take into consideration England's enormous maritime commerce. The total tonnage of her merchant marine, including only those

vessels of more than 50 tons capacity, is about equal to the total tonnage of the merchant marines of all the other nations in the world. Not only is almost the entire foreign commerce of England carried in her own ships, but a very large percentage of the commerce of other countries finds its way into the holds of the British vessels. It is estimated that the profits of British shipowners amount to \$300,000,000 a year.

The reason that commercial education has received but little attention in England till now is because the people have a highly developed instinct for trade. Then, again, the geographical position of the country, together with a combination of circumstances, has greatly assisted England to become the first commercial nation in the world. In Germany, France, Austria, and other nations of Europe the unfavorable geographical position and adverse circumstances have awakened the people of those countries to a realization of the fact that it is only a superior educational training that will put the merchants and manufacturers in a position to compete with those of England.

Ten years' residence and study in Germany has led me to the belief that this Empire's greatest capital is its intelligence. A process of rigid training has not only enabled Germany to overcome the disadvantages of her geographical position, but the merchants and manufacturers in England find themselves face to face with the fact that German commerce has much more rapidly increased than their own, and that many markets in different parts of the world are being lost to their German competitors.

One result of the neglect of commercial education in England is the inability of English commercial travelers and agents to properly represent the trade interests of their country. As a rule, these vital interests are in the hands of foreigners who have received special commercial training in some one of the many excellent commercial schools on the Continent. It would be difficult to estimate how many young Germans are managing the correspondence in large English business houses. A good percentage of this number, however, after they have learned the English language and as much about the industry or business of their employer as possible, find their way back to Germany again, where they exert themselves to further the commercial and industrial interests of their native country. The advent of Germany upon the scene as one of her keenest competitors has caused some anxiety in England, and the cause which has brought about this result is now generally and correctly conceded to be the superior technical and commercial training accorded to the German youth.

In 1888 the London Chamber of Commerce took the first step to change this condition of affairs. A committee was appointed which worked out some "schemes for junior and higher commercial education." This programme was accepted, not only by the London Chamber of Commerce, but by the consolidated chambers of commerce of England, Wales, Scotland, and Ireland. It takes six years to complete the course, which embodies the following subjects:

English.	Writing.	French.
German.	Spanish.	Portuguese.
Italian.	History.	Geography.
Arithmetic.	Geometry.	Elementary science.
Physics.	Chemistry.	Natural history.
Geology.	Accounts.	Bookkeeping.
Commercial law.	Political economy.	Drawing.

The course is for boys between the ages of 10 and 17. The number of hours of instruction averages thirty a week. At the end of each year final examinations are held and the subjects taught during the year are thoroughly reviewed. At the end of the six years' course the pupil is given a so-called "junior commercial certificate."

The scheme for a senior commercial course is intended for pupils between 15 and

19 years of age who have the time to devote to this course. The subjects of the course are as follows:

Latin.	Mathematics.	Commercial geography.
History of commerce.	Political economy.	Banking and currency.
Drawing.	Photography.	Mechanics.
Zoology.	Stenography.	Typewriting.

The modern languages and literature of the junior course are also continued in the senior course. If the student is already in possession of the junior commercial certificate, he may become a candidate for final examinations, and receive, after the same are completed, the higher commercial certificate.

As a means toward interesting the youth of London in the school of the chamber of commerce, some 300 London merchants declared themselves willing to show a preference for the young men holding junior and senior certificates in filling vacant positions in their firms.

COMMERCIAL INSTRUCTION IN ELEMENTARY SCHOOLS.

Commercial education in England, when considered as a whole, is almost entirely in connection with existing schools organized for general instruction. The neglect of this subject is probably the cause of more such schools not having been founded independently instead of being attached in the form of special classes to the elementary and secondary schools and to some universities.

Special attention is paid in England to commercial subjects in connection with the evening elementary schools. These are the schools which correspond to the primary commercial schools in Germany. In England they are called "continuation schools," are under the control of the education department, and receive their funds through Government subventions. The establishment of these schools dates back to about the year 1850, but a law passed in 1893 greatly assisted their growth. This law permits school boards to establish evening schools wherever a need for the same exists. Almost everything is taught which may be of possible benefit to the pupil in after life. The number of subjects taught is remarkably large, as it covers almost everything from modern languages and mathematics down to cooking and washing.

In 1885 only 24,233 pupils attended these schools. In 1895 the number of schools was 2,619 and the attendance had increased to 164,233 pupils. In 1898 the number of schools and pupils had increased to 3,477 and 254,943, respectively. In the city of London alone there are 368 evening continuation schools, with an attendance of about 15,000 pupils. In 1895, 6 per cent of the population of Bradford attended the evening school in that city.

The board of education has divided the instruction given in these schools into eight stages, as follows:

Elementary.—Reading, recitations, writing, composition, and arithmetic.

English.—English language, geography, history, and literature.

Languages.—French, German, Welsh, and Latin.

Mathematics.—Euclid, algebra, and mensuration.

Science.—Physics, chemistry, domestic science, science of common things, mechanics, electricity, physiology, botany, agriculture, and horticulture.

Commercial.—Commercial arithmetic, bookkeeping, commercial geography, history of commerce, office routine, and stenography.

Miscellaneous.—Vocal music, drawing, etc.

Subjects for women and girls.—Housekeeping, cooking, etc.

The usual age of the pupils is about 14, but persons over 20 may also be admitted. The hours of instruction shall not begin before 4 o'clock in the afternoon. In the 368 evening continuation schools of London instruction in bookkeeping, commercial arithmetic, and typewriting is given free of charge. In 1894 the education department for England and Wales granted the sum of \$500,000 as subventions to these

schools. The same department for Scotland spent \$100,000 and Ireland \$50,000 for this purpose.

In the elementary day schools German, French, bookkeeping, and commercial correspondence are taught.

COMMERCIAL EDUCATION IN THE SECONDARY SCHOOLS.

The secondary, or intermediate, schools in England are divided into two parts, namely, "classical side" and "modern side." Commercial instruction is given in connection with the latter. The following is the course of study offered in the modern side of King Edward's Grammar School for Boys in Birmingham, and will serve as an example by which to judge the others:

Reading.	Writing.	Arithmetic.
English.	History.	Geography.
French.	German.	Science.
Drawing.	Vocal music.	Physical instruction.
Latin.	Mathematics.	Scripture.

The courses of study in this class of schools in England vary greatly, and there seems to be no definite plan of organization in existence. In the above-named school there are at present 360 pupils whose parents, for the most part, are employed in the large business houses of the city. Sixty-five per cent of the pupils come from the elementary schools, and any boy who lives within 10 miles of the Birmingham town hall has a right to apply for admission. As these schools are usually well attended, it sometimes happens that candidates are refused admittance, but it must be borne in mind that there are several grammar schools in Birmingham, and that prospective pupils invariably find room in some one of the commercial classes connected with these schools. In addition to commercial instruction in the grammar schools, there are a large number of independent schools in England which enjoy about the same relative standing.

COMMERCIAL EDUCATION IN UNIVERSITIES.

London School of Economics and Political Science.—This institution was founded in 1895, after the pattern of Columbia College in New York. It has a department intended to provide for higher commercial education—that is to say, young men who wish to become merchants, bankers, and manufacturers may have the same facilities for broader study which the professional schools give to the students of law and medicine. The course of instruction is intended to give the student a deep insight into the development of modern commerce in all its phases, especial attention being paid to the trade relations of England with foreign countries. The subjects of the curriculum which have to do with commerce and trade are as follows:

1. The organization and structure of modern industry historically considered. Thirty lectures.
2. The economic position of England, with special reference to rural organizations, the iron and steel trades, and smaller manufactures. Thirty lectures.
3. The organization of English foreign trade. Ten lectures.
4. Chartered companies, past and present. Ten lectures.
5. The commercial and financial relations between England and Ireland from the period of the Restoration. Ten lectures.
6. Industrial and commercial law. Thirty lectures.
7. English foreign trade, with special reference to China and South America. Thirty lectures.
8. French commercial history since 1860. Six lectures.
9. The economic factors in railway administration. Ten lectures.
10. The railway statistics of England and foreign countries comparatively treated. Twelve lectures.

11. Electric traction on railways. Six lectures.
12. The railways of France. Ten lectures.
13. Life contingencies, and the theory and practice of life assurance. Twenty lectures.
14. The finance of life assurance, and special points in life-assurance administration. Three lectures.

In 1900 this school was attended by more than 400 students, ranging between the ages of 23 and 28 years. Forty per cent of this number heard lectures in the department of commerce and industry, as follows:

Subject.	Percent- age.
Banking and insurance	16
Commerce and industry in general	18
Railway administration	14
Total	40

This school has been attended with such success that it promises to become in London what the Handelshochschulen of Leipzig and Cologne have become to those cities. The railroads in England are taking such an interest in the school that many of them send their clerical employees to London, at the expense of the railway company, in order that they may attend certain lecture courses. The founding of this school undoubtedly marks an epoch in the history of commercial education in England.

University of Birmingham.—On the 1st of October, 1902, the commercial department in this institution was formally opened. In regard to the aim and scope of the programme, the latest catalogue says:

The instruction provided by the faculty of commerce furnishes a systematic training, extending over a period of three years. It consists of courses of study of two kinds. Some deal with subjects which are primarily of concern to the future man of business, but which are, nevertheless, capable of being made the instruments of a true education. Others deal with subjects which have long been recognized as elements of liberal culture, and yet are peculiarly valuable for those who are to be engaged in commerce and manufacture. While certain parts of the curriculum are believed to be serviceable for all classes of business men, and are prescribed for all students in the faculty, other parts are so arranged as to allow a large freedom of choice, in accordance with the prospects, interests, and aptitudes of the individual students.

The subjects which deal with commerce are as follows:

- Commercial law.
- Transport.
- Technique of trade.
- Money, credit, banking, and international exchange.
- Methods of statistics.
- The British Empire, with particular regard to existing circumstances in the colonies and dependencies.
- The United States, Germany, Russia, France, other European countries, South America, etc.
- Commercial history.
- Commercial geography.
- Business policy in its main principles, as indicated by industrial and commercial experience.
- Public finance.
- Bookkeeping.
- Executorship, accounts, including probate and residuary accounts.
- Bankruptcy, liquidation, and receivership accounts.
- The preparation of accounts for income-tax returns and appeals.

TECHNICAL EDUCATION.

Advanced technical education has been neglected. Leading English statesmen, however, have always been more or less aware of their country's deficiency in this respect. As long ago as 1835 the Government requested her diplomatic representatives to prepare papers on the subject of technical education in foreign countries. Some speeches were made in Parliament on the subject and a resolution was passed favoring the establishment of a technical university at Government expense, but nothing came of it. Up to date England has been without an institution of this kind. The technical courses given in Kensington, Leeds, Glasgow, Belfast, Galway, etc., in no wise make good this glaring deficiency, and it was only recently decided to establish in London a polytechnicum modeled after the one in Charlottenburg, Germany.

In 1877 a movement was started in England to organize industrial schools for textiles. The trade journals of the country began an aggressive campaign in favor of the scheme, and such schools were finally established in Leeds, Glasgow, Stroud, Dewsbury, Bradford, and Huddersfield. A trade journal at that time contained the following instructive article, which a lapse of twenty-seven years has only confirmed:

That State which possesses the best industrial schools will be master of the world's markets. * * * It is technical education which has enabled France to supply us with a considerable portion of printed cretonnes, calicoes, and other textile fabrics, together with bronzes and articles in which artistic art is involved; it is technical education which enables Saxony to send us yarns, which enables Belgium to supplant our spinners to a great extent in both woolen and worsted yarns; it is technical education which has taught the chemists of Germany to supply this country with four-fifths of all the aniline dyestuffs used by our dyers and printers. They obtain nearly all their supplies of raw materials from London, Hull, and Leith, whence they are shipped via Rotterdam up the Rhine, only to be returned to this country in the shape of dyes ready for use. Two of these establishments employ between them about 25,000 hands and about 60 technical trained chemists. They have suites of laboratories for investigation, research, and for testing colors, dyes, etc. The success of these and similar works abroad is due to the superior scientific skill employed in them, both as regards principals and assistants, and not to a cheaper system of labor than that which exists in England. A thorough study of the subject one is working in is the true way to success.

Much is being done in England, however, for primary [technical] education. The annual Government expenditure for this purpose amounts to \$4,000,000, and this sum is greatly increased by the yearly donations of the ancient guilds of the city of London and donations from other sources. The youth of London and of other large cities and industrial centers may receive technical education to-day in almost any known trade or industry.

ERNEST L. HARRIS,
Commercial Agent.

EISENSTOCK, GERMANY, *September 4, 1903.*

COMMERCIAL EDUCATION FOR GIRLS IN GERMANY.

COLOGNE.

In the advanced school for girls during the past year the first class numbered 23 and the second class 30 pupils. The course specially given during the summer semester of 1902, for the purpose of preparing girls to become teachers in commercial schools, was attended by 5 pupils. After examinations 4 accepted positions in business houses, in order to learn the practical side of business life, while the fifth was selected as a teacher in a commercial school.

The school year just commenced shows an attendance of 21 new pupils. The number of applications, however, was much larger, but the school authorities found that a great many either did not have a sufficient knowledge of the necessary elementary branches or had not reached the required age.

For the time being the school has suspended the education of girl teachers for commercial schools, for the reason that the Prussian Government has not determined the subjects to be taught and how best to provide for the girls which the schools turn out.

A museum, containing many articles of manufacture and materials of commerce, presented by interested merchants and manufacturers, has been established in connection with the school. The teachers have found this museum of great assistance to them and depend upon it to a large extent in giving instruction from the practical standpoint.

The primary commercial school for girls was established by the women of Cologne, and is under the management of a committee appointed for that purpose. The number of girl pupils averages about 200. The subjects taught are as follows:

Single-entry book-keeping.	Double-entry book-keeping.	Typewriting.
Correspondence.	Penmanship.	Arithmetic.
Physical geography.	Commercial law.	German.
English.		French.

The ages of the pupils vary between 14 and 19 years. There are 6 male and 10 female teachers.

DÜSSELDORF.

The women's commercial school was founded by the women of Düsseldorf in 1896. The curriculum is divided into two courses, each lasting one year. The total attendance in 1902 amounted to 66 girl pupils. On the 1st of last April the Women's Union severed its connection with the commercial school, and its management has now passed entirely into the hands of the Düsseldorf Chamber of Commerce.

BERLIN.

In February, 1902, the Commercial Charitable Union for Women Employees approached the Berlin Chamber of Commerce with the proposition that the commercial schools for girls which the union had founded should pass to the management of the chamber of commerce. The commercial schools founded by the charitable union consisted of a commercial school, with instruction during the day for young girls who were unemployed, a continuation or primary school, with instruction during the evening for girl assistants, and a school for teaching typewriting.

These schools had become too large to be managed properly by the charitable union; the total attendance at the three schools had reached 800. The chamber of commerce took over the control of the three schools on October 1, 1902.

There were many reasons which influenced the chamber of commerce to take this step. The advent of women into the bureaus of merchants and manufacturers as bookkeepers, stenographers, etc., is characteristic of the present time; and the fact that there are more women than men, and that the number of unmarried women is on the increase, especially in the large cities of the Empire, makes it apparent that the plan of employing girls in business houses should be encouraged from a moral as well as from a social standpoint. The Berlin Chamber of Commerce takes the ground that the better young women are trained to fill such positions the better will they be able to serve their principals, and their remuneration and social standing will be improved accordingly.

CASSEL.

The municipal authorities of Cassel have decided that girl apprentices and assistants in the business houses of the city should attend the two years' course of

instruction given in the primary commercial school for boys. The school year 1903-4 opened with 23 girl pupils.

MUNICH.

In the Riemerschmidt Commercial School 603 girls applied for admission in 1902, of which number 159 were rejected. This school was established by private enterprise, the city of Munich assuming control of it about two years ago. The following figures show the growth of the school:

Year.	Attendance.	Classes.
	<i>Number.</i>	<i>Number.</i>
1899	296	5
1900	367	7
1901	462	9
1902	464	9

The subjects taught include English, French, stenography, typewriting, history, and vocal music.

RÉSUMÉ.

It will be seen from these statements that there is an educational movement beginning in Germany which is fraught with far-reaching consequences. Berlin has set the pace, and the other cities will not be long in following suit. The same methods which have been applied with such remarkable success to the training of boy apprentices in the industrial and commercial schools of the Empire are now to be adopted for the education and training of girls who may seek to better their condition in life. They will then swell the ranks of that trained army of experts which has accomplished more than any other one factor to make German commerce and industries what they are to-day.

ERNEST L. HARRIS,
Commercial Agent.

EIBENSTOCK, GERMANY, *September 18, 1903.*

EDUCATIONAL SYSTEM OF LIBERIA.

Within the last five years the educational progress of Liberia has been very rapid, and to-day conditions will compare favorably with those of any country with similar opportunities. The credit for this gratifying situation is due primarily to the interest and efforts of the officials of the Liberian Government, aided by the Colonization Society of the city of Washington, D. C., the New York Colonization Society, and the Boston Board of the College of Liberia. These several forces have directed the educational system of the Republic with such intelligent effort that in many sections the public school system is equal in effectiveness to that of many sections of the United States.

In the towns of Monrovia, Clay, Ashland, Cape Palmas, Edina, and Greenville the schools will compare favorably with some of the American city primary schools. In every civilized settlement there is a Government school. It is now proposed to open a school in every large native settlement near the cities.

Liberia College was closed for two or three years prior to 1898. The legislature of that year passed an act making a liberal appropriation for its support and empowered the local board to resume work, and the college was reopened in 1899. Its work has gone on improving each year, until now it has four regular college classes. The senior class to be graduated soon is composed of six most promising negro youths. The sophomore class contains six young women—daughters of prominent

families. These are the first females ever entered at Liberia College. The entire number of students in the college is 160, of whom 110 are in the preparatory department.

In addition to the schools conducted by the Government, a number of educational institutions are conducted by the representatives of various churches and societies of the United States and other countries, among which are those of the Protestant Episcopal Church at Cape Palmas and Cape Mount; the Methodist Episcopal Church at Monrovia and at White Plains; the Lutherans at Muellenburg Station, on the St. Paul River, and those of the Presbyterians, Baptists, and African Methodist Episcopal Church.

The one thing lacking to complete the system is a first-class industrial school, where experiments in agriculture, dairying, cattle raising, etc., could be made. Such an institution would be far-reaching in its effect on the advancement of the African people.

JAMES ROBERT SPURGEON,
Chargé d'Affaires.

MONROVIA, LIBERIA, *August 15, 1903.*

INDUSTRIAL SUPPLEMENTARY SCHOOLS IN GERMANY.

[In its issue of October 1, 1903, *Handel und Gewerbe* says, under the above title:]

The fourth session of the German society, "Trade and Industry," passed the following resolutions:

1. The establishment of a compulsory industrial continuation or supplementary school is of pressing necessity, owing to economic, social, and educational reasons. Further developing industrial instruction is a necessary factor in industrial education.
2. It is necessary that compulsory attendance at these schools be made general by law, and, if they are to produce good results, at least four to six hours weekly should be devoted to study. The development of the schools, in particular, should be left to law.
3. Such schools are to serve industrial life and to satisfy the demands made on young men by professional life.

In its broader sense, therefore, every industrial school should have the character of a professional school. If possible, the classes should be arranged by professions, and only those belonging to the same or related industries, according to their previous training, should be placed in the same class. The entire system of teaching must be based, as far as the teaching force and material taught are concerned, upon the callings or trades of the students.

4. The importance of industrial training, in addition to teaching in the workshop, regard for the stage of development reached by the pupil, and his lessened capacity for receptivity on account of weariness induced in the shop, demands that as far as possible instruction be given during the day.
5. Industrial instruction demands skillful teachers and should be intrusted only to such as possess the necessary industrial training coupled with a capacity for teaching. So far as practically educated artisans comply with these qualifications, they are to be preferred for giving instruction. Opportunities should be given them to assimilate pedagogical ideas. However, sufficiently informed teachers, who, when opportunities were offered, placed themselves in touch with practical ideas, may, and should, be intrusted with this kind of instruction.
6. Supplementary schools of guilds and societies of artisans, managed like the State schools, would be of great assistance.
7. In the management of these schools the cooperation of artisans will strengthen the work materially.
8. It need not be feared that the establishment of these schools will be detrimental to existing private professional schools; it is to be supposed rather that a benefit will accrue by a proper limitation.
9. In these schools it will be possible to separate the young worker from the apprentice.

Agricultural schools in Spain.—United States Vice-Consul Adolphe Danziger, writing from Madrid under date of October 12, 1903, says that the Government of Spain is to open 14 agricultural schools in various parts of the peninsula. They are to be practical means of educating farmers, not only in regard to the crops raised, but in the use of agricultural machinery and implements. While they will be governmental institutions, the contracts to equip them will be let to private parties, and bids are soon to be asked for.

ADMISSION OF WOMEN TO A GERMAN UNIVERSITY.

The University of Munich has, with the beginning of this semester, opened its doors to women students. This is a very decided step forward in the educational history of Germany, particularly in the provisions made for the education of women.

Hitherto no women were permitted to matriculate in the German universities. In several of them women have been permitted to attend lectures, and have been allowed to take their degrees upon examination by and with the consent of the faculties concerned, but it has always been a question even in the University of Heidelberg, which is one of the most liberal of the German universities, whether women should be admitted to a regular university course as matriculated students and enter into competition in university work with men students.

The most noted of German women who have been successful in their struggle for higher education have hitherto been obliged to go to Switzerland for their university work, and it is therefore a very decided departure on the part of the Government of Bavaria to concede this right to women, notwithstanding the fact that as yet there is no gymnasium under the ægis of Munich. Prominent educators of progressive tendencies have started a private foundation, and it is to be hoped that this private gymnasium for women will ultimately be accepted by the authorities as a regularly instituted gymnasium in the Kingdom. In other portions of Germany gymnasia for women have already been started and are said to be successful, and the students, it is reported, are taking high rank.

For the present the University of Munich limits its admission of women by regular matriculation to such as possess the abituria of a German gymnasium, and they are admitted to these noted German high schools only upon the same conditions as male students. Lady students of foreign birth, graduates of colleges, but who do not possess the German gymnasial abituria, are only admitted as hearers, and they may, with the consent of the faculty, pursue a course of study and finally come up for a degree, but they have not yet been conceded the same rights that are accorded to German female students having the gymnasial abituria.

The present rector of the University of Munich, Professor Doctor Kuhn, expresses himself as desirous of exercising all possible liberality toward American lady students, graduates of reputable colleges. He has, therefore, promised to second the petition of the United States consul-general to the Bavarian ministry of Cultus that American lady students possessing diplomas from reputable American colleges shall be conceded the same advantages that have been so generously conceded always by German universities to the graduates of reputable American colleges and universities. Under the concessions temporarily made, a number of American young ladies, graduates of Vassar, Wellesley, and Smith, also other colleges, have this term entered upon serious work in the University of Munich.

I have the honor to be, sir, your obedient servant,

JAMES H. WORMAN,
Consul-General.

MUNICH, GERMANY, *October 22, 1903.*

America and Germany as teachers.—*Deutsche Export-Revue*, a leading German industrial journal, in its issue of October 15, 1903, says:

An important work on the United States, by Wilhelm v. Polenz, "*Das Land der Zukunft*," has just appeared, and in view of the exposition which the United States is to hold nothing could have been more timely. He says:

"The most noteworthy surprise of the New World is that everyone with the power of discovery that goes thither is able to discover it anew, but no one is competent to write concerning the United States except those whose critical sense has been saturated by the powerful impressions of that wonderland. I have found that we are never so proud as when making a journey, but I have also noticed that our survey of the weakness of German life can never be so well impressed upon us as when we compare ourselves with another strong nation.

"It has become the fashion to wonder at American institutions and to consider them worthy of imitation; but it would be most unwise for us thoughtlessly to incorporate the American nature into our own life. That this young nation across the ocean should give birth to freer customs and more up-to-date accommodations than Europe in its narrowed sphere is natural, but it is as impossible to Americanize Europe as it would be to bring the United States to look at things from the standpoint of Europe. It is one thing to become absorbed into a strange people without resistance, as the German often does, to his harm, and another to endeavor to be just in regard to them. Boundless wonder should not seize us in regarding the United States, and in opposition to the 'unbounded possibilities' should be placed the saying of the Germans, 'Care will be taken that the trees do not grow to the heavens.'

"No extra-European nation has made such progress in all lines as has the United States. With no country have we had such traffic as with the United States. There are no two other nations which could learn more from each other, nor do any two nations so thoroughly fail to understand each other. Gigantic is the only word with which to measure the traffic between the shores of the two countries. The two peoples may touch each other outwardly in a hundred ways, but their souls do not meet. Their rôles have been changed. Whereas formerly, at least for a very long period of time, European influence was the dominant one in civilization, Europeanizing all people that it touched, to-day it is the United States that is Americanizing everything, even Europe. With no nation on earth has the Empire had closer relations than with the United States, particularly since 1870."

MEDICAL SUPERVISION OF SCHOOLS IN BERLIN AND PARIS.

German papers report that a congress for hygiene and physiological pedagogy was recently held at Paris. As a result *Progrès Medical* has drawn a comparison between the work of the school physicians in the German and the French capital, which is substantially in favor of the German method. The expert writing the article cautions especially against the inclination in France to overdo such efforts, which may lead to giving the physician a too far-reaching influence, and the possibility of meddling with the manner of school instruction and in more intimate relations.

He first reviews the rules for medical supervision over the public schools of Berlin.

Every school physician has supervision over four schools, and his duties are to examine twice a year all the pupils who enter the school with reference to the senses, the spinal column, the development of the limbs, etc.; to make examination of those pupils who would be subject to receive instruction on account of stuttering or some other additional instruction; to make a quarterly inspection of the school rooms with reference to their sanitary condition; also of the health of the pupils and the presence of contagious diseases.

These examinations may take place oftener if requested by the school board.

In addition the State district physician has to inspect the local schools at least once every five years with reference to their architecture; he has also to prescribe the necessary measures in case of a threatened epidemic.

The principal of the school is held to send those pupils to the school physician whose state of health during the intervals of the official visits creates suspicion. It is especially pointed out that the school physician, according to the German rules, is

not to give the sick pupil orders or prescribe for him or her, but the parents are simply notified of the facts and receive written advice.

It is furthermore particularly important that the school physicians meet together in certain intervals, three or four times during a year. These measures are held by the French physician to be models for a reform of conditions in Paris. It appears to him indispensable, and it certainly does seem proper to have the pupils entering school examined separately by the school physician, as thereby it is possible to call the attention of the teachers from the beginning to the physical condition of the school children. The Paris rules go further, inasmuch as the school physicians are obliged to inspect their schools at least twice a month instead of only twice every half year.

The careful execution of the medical examination of the hygienic conditions of the school is the most important part of the duties of the school physicians.

Aside from this the medical treatment of the pupils must, as far as possible, be left to the home physicians, who usually have known the children for a longer time than the school physician, and therefore are better judges of the condition of their health.

In doubtful cases the advice of a specialist shall be sought rather than to demand of the school physician a far-reaching special knowledge, which might result in making a medical experimental station of the school.

In addition, the French physician proposes that the school physician should be entitled to view the condition of the dwellings of sick school children, and also to give advice concerning the architecture of schools and the division of the school hours.

RICHARD GUENTHER,
Consul-General.

FRANKFORT, GERMANY, *December 4, 1903.*

Public schools in Russia.—According to the latest statistics there are 84,544 public schools in the Empire of Russia, out of which number 40,131 are under the jurisdiction of the Ministry of Public Education, 42,588 under the jurisdiction of the Holy Synod, and the remainder under other departments. Of the pupils 73,167 were adults, 3,291,694 boys, and 1,203,902 girls. The teachers number 172,000. The maintenance of all these schools costs more than \$25,000,000. The average school tax for city schools is \$9.50 and for village schools \$5 per pupil.—*Samuel Smith, Consul, Moscow, Russia, January 2, 1904.*

New system of measuring criminals.—The police of London have introduced experimentally a new measuring system for recognizing criminals. As it has been successful, it will soon be adopted by a number of other police departments both in England and abroad. In this system only the impressions of the fingers are taken. Compared with the "Bertillon" system, it has, above all, the advantage of simplicity, as it can be applied without any contrivances, and is therefore much less expensive. Whether it can completely take the place of the Bertillon system remains to be seen. The Berlin police have for the present also inaugurated a card collection of impressions of the fingers for recognition purposes. The new system is called "Daktyloscopy."—*Richard Guenther, consul-general, Frankfort, Germany, December 15, 1903.*

Commercial university for Berlin.—The Frankfurter Zeitung of December 20, 1903, states that the Prussian Government has approved the establishment of a commercial university for Berlin, which is to be called into existence by the corporation of the seniors of the Berlin merchants.—*Richard Guenther, consul-general, Frankfort, Germany, December 22, 1903.*

SCHOOLS IN RUSSIA.

[From United States Commercial Agent Greener, Vladivostok, Siberia.]

ELEMENTARY SCHOOLS.

Within the jurisdiction of the ministry of education there are 37,000 elementary schools, whose maintenance costs \$15,601,666. Of this amount only \$2,008,500 are appropriated by this ministry—that is, a little over one-eighth of the annual cost. The remainder is supplied by the local communities by a charge for admittance to school and by private donations. The amount which denotes the share the ministry takes in the support of elementary schools must also be curtailed a little, for it includes the appropriation for the department of inspection, which bears an administrative but not an educational character; so that the direct support by the ministry to the elementary schools constitutes only one-eighth of the amount they actually cost. Notwithstanding the large number of schools there are 7,250,000 children of school age who remain without any education.

The small share the ministry takes in the establishment and support of elementary schools depends on a principle prevalent in this ministry from the times of Count D. A. Tolstoy, that the Government's business consisted only in controlling the schools, and that the money for their support should be provided by the local communities. The change of opinion evidently taking place in the ministry at present is therefore welcome.

The chief secretary of the ministry published an article in which are found these momentous words:

After having satisfied many cases of utmost need it appears that the ministry has full reason to give more scope to its own initiative and introduce gradually a new system of action that is not so closely dependent on private and local initiative as at present, which will lead the way gradually to guarantee to all children of school age the possibility of obtaining an elementary education.

The secretary says that for this object it would be necessary to open 150,000 new schools. The appropriation for them would amount to \$55,875,500. Of course such a reform can be introduced only by degrees. In the province of Moscow alone 15,323 new schools are required, to cost \$6,180,000.

He proposes that this number of schools should be gradually opened each decade. But, says the newspaper *Novosti*, at such a rate it would require a century to plant all the necessary elementary schools in Russia. This paper rejoices, however, in the good symptom that the ministry is at present acknowledging its own duty to take the initiative of extending elementary education in the Empire and of appropriating the necessary funds by the Government. In doing such a thing the ministry is rendering the country an inestimable service.

According to the published returns of the Russian ministry of finance the 34 provinces that enjoy local self-government have expended \$6,180,000 for public education during the year 1902. The population in these provinces amounts to 66,500,000. The average expenditure has, consequently, been at a rate of about 9 cents a year per head.

The ministry of the interior publishes that there are at present in the 34 provinces where local provincial self-government is instituted 16,760 schools and 23,421 teachers, of whom 14,957 are religious teachers.

As is well known, the teachers and pupils in the normal schools are all exempt from corporal punishment, even though they be of the peasant class.

At present the ministry of education considers it just and right to abolish whipping, even of peasant children, in all of its lower and middle schools throughout the Empire.

The Russian minister of war has informed the minister of education that there are no obstacles to the appropriation of the necessary funds for the support of a real

grammar school for girls beginning January 14, 1904, at Port Arthur. It is consequently expected that such schools will be opened in the fall of the current year.

The professor of the Korean language at the Oriental Institute in Vladivostok, G. V. Podstavin, has translated the common prayers and the creed of the Russian Orthodox Church into Korean.

The Russian Church mission in Seoul will have them printed for distribution in Korea and among the Koreans in the maritime province.

COMMERCIAL AND TECHNICAL SCHOOLS.

The ministry of finance reports that 149 commercial schools were opened in Russia between 1896 and 1903. Of these, 147 are in existence at present. The majority of these schools were established without any subsidy on the part of the Government. At the beginning of 1903 there were in these 147 commercial schools 2,180 teachers and 32,251 pupils.

The schools are spread all over Russia, in an unequal manner. For all Siberia and the central Asiatic provinces there is only 1, at Tomsk; whereas St. Petersburg and the adjoining region have 58. The Government has, however, appropriated a sufficient amount for the erection of a separate building for the Deep Sea Navigation School at Vladivostok. The city authorities have allotted a spacious piece of ground opposite the Naval Club for this purpose, have granted \$5,150, and promise \$1,545 yearly, taxing merchant licenses 10 per cent additional to make up this sum. They expect to begin building in the spring of 1904.

The teaching of the Chinese language will be introduced in the newly opened Deep Sea Navigation School. An official of the navy department, Mr. Mihailofsky, will be the teacher.

The ministry of finance has had charge of all commercial and some technical schools. There was a plan to transfer all these to the ministry of education. Now they are to be placed under the control of the new board of commerce and navigation.

The report of the Habarofsk Technical Railroad School for 1901-2 is published. The school was established seven years ago. At the end of the present school year the number of scholars was 49. Progress made by the young men was not very satisfactory, because their previous education had been defective. The course of studies commenced on August 14 with seven hours of work per day. The second class studied the work of locksmiths and the third class that of blacksmiths. During the summer months the young men are occupied with carpenter work, surveying, and with erection of buildings. The graduates are obliged to stay in the employ of the local railroads for practical work from July 15 to September 10. The total number of graduates for the seven years was only 58, and only 13 of them still remain in the employ of the railroad; so that the chief aim of the school to provide efficient and experienced agents for technical work on the railroads is evidently not yet realized. A part of the graduates enter into the employ of the navy department, where they get better pay than on the railroad.

The Russian Government is working on a project to organize a course of lectures for the training up of agents for the railroad trains. The special subjects of study will be the technical parts of trains in motion, commercial exploitation, the telegraph, bookkeeping at the stations, keeping of records, and the administrative duties. The supplementary studies will comprise drawing, statutes on transportation, knowledge of merchandise, essential principles of railroad tariffs, and elementary knowledge of electricity in its application to railroads. In order to raise the level of general education among the employees on the Government railroads, special evening schools are established at the stations.

Forty-three applications from different parts of Russia ask for the opening of commercial schools. Of this number 13 come from the Warsaw district alone.

The chief inspectors of schools in the Amur provinces informed the mayor of Vladivostok that upon the solicitations of the general governor to have a technical school in this city, the Government at St. Petersburg ordered: (1) To prepare plans and estimates for the erection of such a school, not to cost above \$180,250; (2) to appropriate \$25,750 annually for the support of such a school; (3) to confer with the navy department whether it is willing to contribute a part to these appropriations, and (4) to have the school opened some time during the next five years.

PROPOSED UNIVERSITY AT VITEBSK, RUSSIA.

For the purpose of having a university established in the city of Vitebsk, western Russia, the city council donates 119 acres of urban land. Several councilmen offer 108 acres additional. The land is valued at \$240,000. There is an appropriation by the city of \$300,000. The donations amount to over \$500,000.

NAVIGATION SCHOOL IN ODESSA.

On November 30 last a new building for a navigation school was opened in Odessa, which cost \$125,000. The money was supplied by the Government, the city, and merchants.

R. T. GREENER, *Commercial Agent.*

VLADIVOSTOK, SIBERIA, *December 18, 1903.*

CHAPTER XV.

FOREIGN UNIVERSITIES AND OTHER FOREIGN INSTITUTIONS OF HIGHER EDUCATION IN 1903.

- I. Universities arranged according to date of founding.*
- II. Other seats of learning arranged according to date of founding.*
- III. Universities, etc., arranged according to number of students.*
- IV. The same arranged alphabetically.*
- V. Universities arranged according to countries.*
- VI. Polytechnica arranged alphabetically.*
- VII. Agricultural, forestry, and mining schools arranged alphabetically.*
- VIII. Veterinary schools arranged alphabetically.*

INTRODUCTION.

The author of "Minerva, Jahrbuch der Universitäten der Welt" (K. Trübner), which is the chief source of information offered in the following lists, says that he has submitted his work at various stages of completion to different professors of the countries mentioned, so that he is assured that his decision as to which of the learned institutions of the world should be regarded as universities is upheld by the most trustworthy authority. He describes his Jahrbuch as a collection of names of teaching bodies, of universities, or similar institutions of the world.

Since Volume 2 of this Report of the Commissioner of Education contains direct information concerning the higher institutions of learning in the United States, they have been omitted from the following lists, which are devoted exclusively to foreign institutions:

I. Foreign universities arranged according to age.

Date of foun- dation.	Locality.	Date of foun- dation.	Locality.
	<i>Tenth century.</i>		<i>Fourteenth century—Continued.</i>
988	Cairo, Egypt.	1346	Valladolid, Spain.
	<i>Twelfth century.</i>	1348	Prague, Bohemia, Austria.
		1349	Florence, Italy.
1119	Bologna, Italy.	1361	Pavia, Italy.
1181	Montpellier, France.	1364	Krakow, Galicia, Austria.
1200	Paris, France.	1365	Vienna, Austria.
1200	Oxford, England.	1367	Pünfkirchen, Hungary.
	<i>Thirteenth century.</i>	1385	Heidelberg, Baden, Germany.
		1391	Ferrara, Italy.
1209	Valencia, Spain.		<i>Fifteenth century.</i>
1222	Padua, Italy.	1402	Würzburg, Bavaria, Germany.
1224	Naples, Italy.	1409	Leipzig, Saxony, Germany.
1233	Toulouse, France.	1409	Aix, France.
1243	Salamanca, Spain.	1411	St. Andrews, Scotland.
1257	Cambridge, England.	1412	Turin, Italy.
1266	Perugia, Italy.	1419	Rostock, Mecklenburg, Germany.
1288	Coimbra, Portugal.	1422	Parma, Italy.
	<i>Fourteenth century.</i>	1422	Besançon, France.
1303	Rome, Italy.	1426	Louvain, Belgium.
1339	Grenoble, France.	1431	Poitiers, France.
1343	Pisa, Italy.	1437	Caen, France.
		1441	Bordeaux, France.
		1444	Catania, Sicily, Italy.

I. Foreign universities arranged according to age—Continued.

Date of foundation.	Locality.	Date of foundation.	Locality.
<i>Fifteenth century—Continued.</i>		<i>Eighteenth century—Continued.</i>	
1450	Barcelona, Spain.	1743	Santiago, Chile.
1451	Glasgow, Scotland.	1745	London, Middlesex Hospital Medical School.
1456	Greiswald, Prussia, Germany.	1748	Cadiz, Spain.
1457	Freiburg, Baden, Germany.	1755	Moscow, Russia.
1460	Basel, Switzerland.	1771	Münster, Prussia, Germany.
1463	Nantes, France.	1777	Siena, Italy.
1465	Budapest, Hungary.	1779	Palermo, Sicily, Italy.
1472	Munich, Bavaria, Germany.	1784	Lemberg, Galicia, Austria.
1474	Saragossa, Spain.	1785	Pressburg, Hungary.
1477	Uppsala, Sweden.	1788	Grosswarden, Hungary.
1477	Tübingen, Württemberg, Germany.	1798	Kazan, Russia, Theological College.
1478	Copenhagen, Denmark.		
1494	Aberdeen, Scotland.		
<i>Sixteenth century.</i>		<i>Nineteenth century.</i>	
1501	Valencia, Spain.	1809	Edinburgh, Scotland, Medical College.
1502	Halle-Wittenberg, Prussia, Germany.	1804	Kazan, Russia.
1502	Seville, Spain.	1804	Kharkof, Russia.
1504	Santiago, Spain.	1805	Yaroslavl, Russia.
1506	Breslau, Prussia, Germany (1702).	1808	Clermont, France.
1508	Madrid, Spain.	1808	Lille, France.
1527	Marburg, Prussia, Germany.	1808	Lyon, France.
1531	Granada, Spain.	1808	Rennes, France.
1531	Sarospatak, Hungary.	1809	Berlin, Prussia, Germany.
1537	Lausanne, Switzerland.	1811	Christiania, Norway.
1540	Macerata, Italy.	1812	Genoa, Italy.
1544	Königsberg, Prussia, Germany.	1815	Moscow, Russia.
1548	Messina, Sicily, Italy.	1816	Ghent, Belgium.
1549	Debreczin, Hungary, Theological College.	1816	Warsaw, Poland, Russia.
1555	Sassari, Italy.	1817	Liege (Lüttich), Belgium.
1558	Jena, Thuringia, Germany.	1818	Bonn, Prussia, Germany.
1559	Geneva, Switzerland.	1819	St. Petersburg, Russia.
1566	Olmütz, Moravia, Austria.	1820	Nezin, Russia, Philosophical School.
1567	Strassburg, Alsace, Germany.	1821	Halifax, Canada.
1568	Braunsberg, Prussia, Germany.	1821	Montreal, Canada.
1572	Nancy, France.	1821	London (University College), England.
1575	Leyden, Netherlands.	1827	Toronto, Canada.
1580	Oviedo, Spain.	1827	Sheffield (Medical College), England.
1582	Rome, Italy (Pontif.).	1828	Lampeter (St. David's College), Wales.
1583	Edinburgh, Scotland.	1832	Durham, England.
1586	Gratz, Styria, Austria.	1832	Zurich, Switzerland.
1591	Dublin, Ireland.	1832	Kief, Russia.
1596	Cagliari, Italy.	1834	Freising, Germany, Theological Lyceum.
<i>Seventeenth century.</i>		1834	Brussels, Belgium.
1605	Manila, Philippine Islands.	1834	Berne, Switzerland.
1607	Giessen, Hesse, Germany.	1836	London (University), England.
1613	Cordoba, Argentina.	1837	Athens, Greece.
1614	Groningen, Netherlands.	1838	Messina, Italy.
1632	Salzburg, Austria.	1840	Kingston, Canada.
1632	Amsterdam, Netherlands.	1843	Eichstätt, Germany, Theological Lyceum.
1632	Dorpat, Russia.	1845	Cork, Ireland.
1636	Utrecht, Netherlands.	1845	Belfast, Ireland.
1640	Helsingfors, Finland, Russia.	1845	Galway, Ireland.
1647	Bamberg, Bavaria, Germany.	1849	Algiers, Algeria.
1657	Kaschau, Hungary.	1850	Sydney, Australia.
1665	Kiel, Prussia, Germany.	1851	Manchester (Victoria University), England.
1666	Lund, Sweden.	1851	Newcastle, England.
1671	Urbino, Italy.	1853	Melbourne, Victoria, Australia.
1673	Innsbruck, Tyrol, Austria.	1857	Calcutta, India.
1676	Eperies, Hungary.	1857	Madras, India.
1683	Modena, Italy.	1857	Bombay, India.
<i>Eighteenth century.</i>		1858	Lisbon, Portugal.
1710	Barbados (Codrington College), West Indies.	1860	Jassy, Roumania.
1721	Habana, Cuba.	1862	Keckemet, Hungary.
1722	Dijon, France.	1864	Bucharest, Roumania.
1727	Camerino, Italy.	1865	Odessa, Russia.
1737	Ratisbon, Germany, Theological Lyceum.	1866	Neuchâtel, Switzerland.
1737	Göttingen, Prussia, Germany.	1868	Tokyo, Japan.
1740	Erlau, Hungary.	1870	New Zealand, New Zealand.
1743	Erlangen, Bavaria, Germany.	1872	Aberystwith, Wales.
		1872	Adelaide, Australia.
		1872	Klausenburg, Hungary.
		1873	Cape Town, South Africa.
		1874	Agram, Croatia, Hungary.
		1875	Angers, France.

I. *Foreign universities arranged according to age—Continued.*

Date of foundation.	Locality.	Date of foundation.	Locality.
<i>Nineteenth century—Continued.</i>		<i>Nineteenth century—Continued.</i>	
1875	Lille (Faculté Libre), France.	1884	Bangor, Wales.
1875	Lyon (Faculté Libre), France.	1885	Odessa, Russia.
1875	Czernowitz, Bukowina, Austria.	1887	Allahabad, India.
1875	Birmingham, England.	1888	Tomsk, Siberia, Russia.
1876	Bristol, England.	1888	Sophia, Bulgaria.
1876	Montevideo, Uruguay.	1889	Freiburg, Switzerland.
1876	Montreal, Canada, Université Laval de Quebec.	1891	Gottenborg, Sweden.
1877	Leeds, England.	1891	Belo Horizonte, Brazil.
1877	Liverpool, England.	1897	Kyoto, Japan.
1878	Stockholm, Sweden.	1901	Cologne, Prussia, Germany.
1879	Sheffield (Firth College), England.	1901	Frankfort, Prussia, Germany.
1880	Amsterdam, Netherlands, Free University.	<i>Date not known.</i>	
1880	Dublin, University of Ireland.		Belgrade, Servia.
1880	Dundee, Scotland.		Limoges, France.
1880	Nottingham, England.		Marseille, France.
1882	Prague (Bohemian University), Austria.		Montauban, France.
1882	Lahore, India.		Buenos Ayres, Argentina.
1883	Cardiff, Wales.		

II. *Other higher seats of learning arranged according to age.*

Date of foundation.	Locality.	Date of foundation.	Locality.
<i>Eighteenth century.</i>		<i>Nineteenth century—Continued.</i>	
1727	Naples, Italy, Oriental Institute.	1828	St. Petersburg, Russia, Polytechnic.
1745	Brünswick, Germany, Polytechnic.	1829	Paris, France, Arts and Manufactures.
1761	Lyon, France, Veterinary.	1829	Stuttgart, Germany, Polytechnic.
1763	Vienna, Austria, Veterinary.	1829	Copenhagen, Denmark, Polytechnic.
1765	Freiberg, Germany, Mining.	1832	Moscow, Russia, Polytechnic.
1766	Alford, France, Veterinary.	1832	Riga, Russia, Polytechnic.
1773	St. Petersburg, Russia, Mining.	1835	Madrid, Spain, Polytechnic.
1774	Dresden, Germany, Veterinary.	1837	Lisbon, Portugal, Polytechnic.
1775	Clausthal, Germany, Mining.	1837	Athens, Greece, Polytechnic.
1778	Hanover, Germany, Veterinary.	1844	Aschaffenburg, Germany, Agriculture.
1778	Paris, France, Mining.	1844	Lemberg, Austria, Polytechnic.
1779	Berlin, Germany, Polytechnic.	1846	Poppelsdorf, Germany, Agriculture.
1786	Budapest, Hungary, Veterinary.	1847	Helsingfors, Russia, Polytechnic.
1790	Berlin, Germany, Veterinary.	1848	Dorpat, Russia, Veterinary.
1790	Munich, Germany, Veterinary.	1849	Pribram, Austria, Mining.
1791	London, England, Veterinary.	1849	London, England, College for Women.
1791	Milan, Italy, Veterinary.	1850	Brünn, Austria, Polytechnic.
1792	Madrid, Spain, Agricultural and Veterinary.	1850	Toronto, Canada, Medical College.
1794	Paris, France, Polytechnic.	1851	Zürich, Switzerland, Polytechnic.
1798	Stockholm, Sweden, Polytechnic.	1854	Beauvais, France, Agriculture.
<i>Nineteenth century.</i>		1856	Budapest, Hungary, Polytechnic.
		1857	Lyon, France, Polytechnic.
		1858	Copenhagen, Denmark, Agriculture and Veterinary.
1802	Cordoba, Spain, Veterinary.	1858	Turin, Italy, Polytechnic.
1804	Kharkof, Russia, Veterinary.	1859	Evois, Russia, Forestry.
1806	Berlin, Germany, Agriculture.	1859	Eisenach, Germany, Forestry.
1806	Prague, Austria, German Polytechnic.	1860	Berlin, Germany, Mining.
1811	Tharandt, Germany, Forestry.	1860	Gembloux, Belgium, Agriculture.
1811	Stockholm, Sweden, Agriculture.	1863	Naples, Italy, Polytechnic.
1811	Graz, Austria, Polytechnic.	1863	Milan, Italy, Polytechnic.
1815	Vienna, Austria, Polytechnic.	1864	Bucharest, Roumania, Veterinary.
1816	St. Etienne, France, Mining.	1864	Delft, Netherlands, Polytechnic.
1818	Hohenheim, Germany, Agriculture.	1865	Keszthely, Hungary, Agriculture.
1819	Altenburg, Hungary, Agriculture.	1865	Debreczin, Hungary, Agriculture.
1820	Eberswalde, Germany, Forestry.	1865	Kaschau, Hungary, Agriculture.
1820	Santiago, Spain, Veterinary.	1868	Münden, Germany, Forestry.
1821	Stuttgart, Germany, Veterinary.	1868	Darmstadt, Germany, Polytechnic.
1821	Stockholm, Sweden, Veterinary.	1868	Prague, Austria, Bohemian Polytechnic.
1823	Stockholm, Sweden, Forestry.	1869	Kolozsmonostor, Hungary, Agriculture.
1824	Nancy, France, Forestry.	1870	Aix-la-Chapelle, Germany, Polytechnic.
1825	Karlsruhe, Germany, Polytechnic.	1872	Montpellier, France, Agriculture.
1825	Toulouse, France, Veterinary.	1872	Portici, Italy, Agriculture.
1827	Munich, Germany, Polytechnic.	1872	Vienna, Austria, Agriculture.
1828	Dresden, Germany, Polytechnic.	1877	Oporto, Portugal, Polytechnic.
1828	Grignon, France, Agriculture.	1879	Hanover, Germany, Polytechnic.

II. *Other higher seats of learning arranged according to age—Continued.*

Date of foundation.	Locality.	Date of foundation.	Locality.
<i>Nineteenth century—Continued.</i>		<i>Nineteenth century—Continued.</i>	
1880	St. Petersburg, Russia, Forestry.	1896	Moscow, Russia, Engineering.
1881	Lemberg, Austria, Veterinary.	1896	Tomsk, Siberia, Polytechnic.
1882	Paris, France, Physics and Chemistry.	1897	St. Petersburg, Medical Institute for Women.
1884	London, England, Polytechnic.	1898	Kief, Russia, Polytechnic.
1884	Kharkof, Russia, Polytechnic.	1898	Warsaw, Poland, Polytechnic.
1885	Coopers Hill, England, Polytechnic.	1899	Jekaterinoslaw, Russia, Mining.
1885	Sheffield, England, Polytechnic.	1899	Brünn, Austria, Polytechnic.
1885	Coopers Hill, England, Forestry.	1900	Glasgow, Scotland, Agriculture.
1885	Lille, France, Agriculture, Technical, and Industrial.	1901	Belfast, Ireland, Technical.
1886	Glasgow, Scotland, Polytechnic.	1902	Milan, Italy, University of Commerce.
1886	London, England, Halloway College, Arts and Sciences.		<i>Date not known.</i>
1887	Campinas São Paulo, Brazil, Agriculture.		Paris, France, Agriculture.
1888	Douai, France, Agriculture.		Naples, Italy, Veterinary.
1888	Toronto, Canada, Agriculture.		Milan, Italy, Agriculture.
1890	Nancy, France, Polytechnic.		Turin, Italy, Veterinary.
1890	Rennes, France, Agriculture.		Warsaw, Russia, Veterinary.
1891	Marseille, France, Polytechnic.		Kazan, Russia, Veterinary.
1891	Bordeaux, France, Agriculture and Industrial.		Moscow, Russia, Agriculture and Forestry.
1892	Kingston, Canada, Mining.		Saragossa, Spain, Veterinary.
1892	Nowaja-Alexandria, Russia, Agriculture and Forestry.		Leon, Spain, Veterinary.
1892	Ouro-Preto, Brazil, Mining.		Utrecht, Netherlands, Veterinary.
1894	Leoben, Austria, Mining.		Mons, Belgium, Mining.
1894	London, England, Agriculture.		Schemnitz, Hungary, Forestry and Mining.
1894	São Paulo, Brazil, Polytechnic.		

III.—*Foreign universities, etc., arranged according to number of students.*

[The attendance stated is that of 1902-3.]

A. UNIVERSITIES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Berlin (Prussia), Germany . . .	13,155	35	Dorpat (Jurjew), Russia	1,829
2	Paris, France	12,171	36	Gottenborg, Sweden	1,778
3	Cairo, Egypt	9,249	37	Liège, Belgium	1,767
4	Budapest, Hungary	6,278	38	Klausenburg, Hungary	1,754
5	Vienna, Austria	6,009	39	Graz (Styria), Austria	1,745
6	Naples, Italy	5,165	40	Breslau (Prussia), Germany . . .	1,740
7	Madrid, Spain	5,118	41	Valencia, Spain	1,728
8	Moscow, Russia	4,845	42	Krakow (Galicia), Austria . . .	1,695
9	Munich (Bavaria), Germany . .	4,526	43	Coimbra, Portugal	1,684
10	Leipzig (Saxony), Germany . .	4,365	44	Toronto, Canada	1,624
11	St. Petersburg, Russia	3,855	45	Montpellier, France	1,602
12	Tokyo, Japan	3,639	46	Heidelberg (Baden), Germany .	1,524
13	Oxford, England	3,538	47	New Zealand, New Zealand . . .	1,512
14	Prague (Bohemian University), Austria	3,508	48	Christiania, Norway	1,500
15	Bucharest, Roumania	3,304	49	Copenhagen, Denmark	1,500
16	Athens, Greece (about)	3,000	50	Pavia, Italy	1,478
17	Edinburgh, Scotland	2,944	51	Bologna, Italy	1,469
18	Cambridge, England	2,878	52	Göttingen (Prussia), Germany .	1,468
19	Turin, Italy	2,700	53	Freiburg (Baden), Germany . . .	1,462
20	Rome (Royal University), Italy .	2,685	54	Strassburg (Alsace), Germany .	1,434
21	Buenos Ayres, Argentina	2,665	55	Prague (German University), Austria	1,435
22	Kief, Russia	2,641	56	Upsala, Sweden	1,418
23	Lyon, France	2,629	57	Berne, Switzerland	1,407
24	Helsingfors (Finland), Russia .	2,600	58	Palermo, Italy	1,400
25	Bonn (Prussia), Germany	2,448	59	Aberystwith, Bangor and Cardiff, Wales	1,400
26	Lemberg (Galicia), Austria . . .	2,414	60	Warsaw (Poland), Russia	1,400
27	Manchester (Leeds and Liverpool), England	2,311	61	Würzburg (Bavaria), Germany .	1,390
28	Glasgow, Scotland	2,141	62	Kharkof, Russia	1,384
29	Bordeaux, France	2,075	63	Tübingen (Württemberg), Germany	1,341
30	Louvain, Belgium	2,011	64	Genoa, Italy	1,325
31	Toulouse, France	1,955	65	Padua, Italy	1,254
32	Italie-Wittenberg (Prussia), Germany	1,918	66	Amsterdam, Netherlands	1,227
33	Barcelona, Spain	1,887	67	Geneva, Switzerland	1,222
34	Odessa, Russia	1,878	68	Münster (Prussia), Germany . .	1,203

III.—*Foreign universities, etc., arranged according to number of students*—Continued.

A. UNIVERSITIES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
69	Salamanca, Spain.....	1,200	111	Messina, Italy.....	645
70	Manila, Philippine Islands.....	1,200	112	Tomsk, Siberia.....	642
71	Marburg (Prussia), Germany..	1,177	113	Habana, Cuba.....	638
72	Montreal, Canada.....	1,166	114	Parma, Italy.....	625
73	Rennes, France.....	1,143	115	Melbourne, Australia.....	619
74	Nancy, France.....	1,130	116	Czernowitz (Bukowina), Austria.....	602
75	Leyden, Netherlands.....	1,102	117	Lyon (Free University), France.....	600
76	Aberdeen, Scotland.....	1,102	118	Dublin (Royal University), Ireland.....	600
77	Pisa, Italy.....	1,089	119	Adelaide, Australia.....	598
78	Giessen (Hesse), Germany.....	1,082	120	Florence, Italy.....	595
79	Lille, France.....	1,068	121	Sophia, Bulgaria.....	578
80	Catania, Italy.....	1,060	122	Rostock (Mecklenburg), Germany.....	575
81	Brussels, Belgium.....	1,060	123	Lille (Free University), France.....	550
82	Innsbruck (Tyrol), Austria.....	1,058	124	Kyoto, Japan.....	498
83	Aix and Marseille, France.....	1,052	125	Belgrade, Servia.....	468
84	Poitiers, France.....	1,052	126	Freiburg, Switzerland.....	450
85	Rome (Pontifical University), Italy.....	1,026	127	Groningen, Netherlands.....	378
86	Saragossa, Spain.....	1,016	128	Quebec, Canada.....	353
87	Utrecht, Netherlands.....	1,012	129	Halifax, Canada.....	345
88	Santiago, Chile (about).....	1,000	130	Besançon, France.....	330
89	Erlangen (Bavaria), Germany.....	958	131	Camerino, Italy.....	322
90	Kiel (Prussia), Germany.....	977	132	Perugia, Italy.....	298
91	Königsberg (Prussia), Germany.....	977	133	Clermont, France.....	289
92	Kazan, Russia.....	968	134	Angers, France.....	287
93	Birmingham, England.....	967	135	St. Andrews, Scotland.....	276
94	Dublin, Ireland.....	936	136	Cagliari, Italy.....	270
95	Agram (Croatia), Hungary.....	934	137	Toronto (Victoria University), Canada.....	250
96	Zurich, Switzerland.....	924	138	Macerata, Italy.....	234
97	Grenoble, France.....	884	139	Paris (Sorbonne), France.....	233
98	Lausanne, Switzerland.....	848	140	Siena, Italy.....	228
99	Kingston, Canada.....	829	141	Marseille, France.....	206
100	Jassy, Roumania.....	826	142	Durham, England.....	185
101	Ghent, Belgium.....	826	143	Stockholm, Sweden.....	168
102	Jena (Thuringia), Germany.....	774	144	Urbino, Italy.....	164
103	Greifswald (Prussia), Germany.....	753	145	Sassari, Italy.....	160
104	Sydney, Australia.....	746	146	Amsterdam (Free University), Netherlands.....	144
105	Basel, Switzerland.....	738	147	Ferrara, Italy.....	137
106	Modena, Italy.....	711	148	Montevideo, Uruguay.....	132
107	Paris (Free University), France.....	704	149	Lisbon, Portugal.....	111
108	Lund, Sweden.....	703			
109	Caen, France.....	696			
110	Dijon, France.....	649			

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES.

1	Paris, France, National Art School.....	2,000	18	Sheffield, England, College.....	450
2	Nottingham, England, College.....	1,900	19	Jaroslavl, Russia, Lyceum.....	433
3	Newcastle, England, College.....	1,839	20	Rome, Italy, College of the Propaganda.....	422
4	St. Petersburg, Russia, Medical School for Women.....	1,314	21	Paris, France, Oriental School.....	402
5	London, England, Kings College.....	1,300	22	Paris, France, School of Social Sciences.....	380
6	St. Petersburg, Russia, Women's Higher Courses.....	1,300	23	Debreczin, Hungary, Theological and Law School.....	353
7	Edinburgh, Scotland, Medical School.....	1,200	24	Belfast, Ireland, College.....	347
8	London, England, University College.....	1,191	25	St. Petersburg, Russia, Law School.....	330
9	London, England, St. Bartholomew's Hospital Medical School.....	950	26	London, England, Bedford College.....	311
10	Cologne (Prussia), Germany, Commercial University.....	942	27	Stockholm, Sweden, Medical School.....	303
11	Montreal, Canada, University Laval.....	793	28	Dundee, Scotland, College.....	282
12	Algiers, Algeria, College.....	786	29	Eperies, Hungary, Law Academy.....	282
13	St. Petersburg, Russia, Military Medical School.....	750	30	Toronto, Canada, Trinity Medical College.....	275
14	Bristol, England, College.....	653	31	Pressburg, Hungary, Law Academy.....	263
15	Paris, France, School of Political Science.....	600	32	Nantes, France, Medical School.....	267
16	London, England, Guy's Hospital Medical School.....	500	33	Kazan, Russia, Theological Academy.....	260
17	Madras, India, Medical College.....	439	34	Pernambuco, Brazil, Law Academy.....	250
			35	Naples, Italy, Oriental Institute.....	242

III.—*Foreign universities, etc., arranged according to number of students*—Continued.

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
35	St. Petersburg, Russia, Theological Academy	242	66	Erlau, Hungary, Law Academy	115
37	Macerata, Italy, Law School	234	67	London, England, School of Tropical Medicine	110
38	Oviedo, Spain, University College	234	68	Tours, France, Medical School	103
39	Neuchâtel, Switzerland, Academy	231	69	Paris, France, School of Physical and Chemical Industries	100
40	Grosswardein, Hungary, Law Academy	222	70	Amiens, France, Medical School	100
41	London, England, Women's Medical College	214	71	Nantes, France, Free Faculties	100
42	Cork, Ireland, College	212	72	Toulouse, France, Catholic Institute	100
43	Newcastle, England, Medical School	210	73	Nezin, Russia, Historical Institute	100
44	Kaschau, Hungary, Law Academy	206	74	Milan, Italy, Academy	97
45	Moscow, Russia, Theological Academy	197	75	Passau, Germany, Theological Lyceum	97
46	Olmütz, Austria, University College	187	76	Paris, France, Superior Normal School	96
47	Kief, Russia, Theological Academy	187	77	Nancy, France, Institute Chimique	96
48	Santiago, Chile, Institute of Pedagogy	162	78	St. Petersburg, Russia, Historical Institute	96
49	Rome, Italy, Women's University	160	79	Rheims, France, Medical School	92
50	Rome, Italy, College of St. Thomas	159	80	Milan, Italy, University of Commerce	87
51	Vienna, Austria, Oriental Academy	153	81	Bamberg, Germany, Theological Lyceum	83
52	Florence, Italy, Women's University	152	82	Lyon, France, School of Chemical Industries	83
53	London, England, Middlesex Hospital Medical School	150	83	Vladivostok, Siberia, Oriental Institute	73
54	Rouen, France, Medical School	147	84	Rome, Italy, Papal Seminary	70
55	Sorospatak, Hungary, Law Academy	147	85	Montauban, France, Theological Academy	65
56	Freising, Germany, Theological Lyceum	146	86	Rome, Italy, College of St. Andrews	62
57	Keskemet, Hungary, Law Academy	142	87	Braunsberg (Prussia), Germany, Theological Lyceum	61
58	Fünfkirchen, Hungary, Law Academy	137	88	Salzburg, Austria, Theological Lyceum	60
59	London, England, Holloway College	132	89	Moscow, Russia, Lazareo Institute	60
60	Montevideo, Uruguay, Medical School	132	90	Budapest, Hungary, Theological Academy	57
61	Eichstädt, Germany, Theological Lyceum	129	91	Vienna, Austria, Theological Academy	40
62	Lampeter, Wales, College	125	92	Jerusalem, Palestine, Theological School	24
63	Dillingen, Germany, Theological Lyceum	122	93	Madrid, Spain, Law and Diplomatic School	21
64	Galway, Ireland, College	118	94	Paris, France, Ecole des Chartes	20
65	Limoges, France, Medical School	115			

C. EXAMINING UNIVERSITIES IN ENGLAND AND INDIA.

1	London, England, candidates, about	5,000	4	Lahore, India, candidates who passed	1,559
2	Calcutta, India, candidates who passed	3,475	5	Allahabad, India, candidates who passed	1,500
3	Madras, India, candidates who passed	2,509	6	Bombay, India, candidates who passed	1,223

D. POLYTECHNICAL INSTITUTES.

1	Berlin (Prussia), Germany	4,464	11	St. Petersburg, Russia, first	1,350
2	Munich (Bavaria), Germany	2,965	12	Dresden (Saxony), Germany	1,284
3	Vienna, Austria	2,476	13	Kief, Russia	1,255
4	Hanover (Prussia), Germany	2,023	14	Stuttgart (Württemberg), Germany	1,187
5	Darmstadt (Hesse), Germany	1,970	15	London, England, 2 schools	1,063
6	Karlsruhe (Baden), Germany	1,873	16	Moscow, Russia, Technical School	1,023
7	Riga, Russia	1,701	17	Lemberg (Galicia), Austria	1,026
8	Zürich, Switzerland	1,636	18	Kharkof, Russia	1,000
9	Budapest, Hungary	1,617	19	Delft, Netherlands	949
10	Prague, Bohemian Institute, Austria	1,553			

III. *Foreign universities, etc., arranged according to number of students—Continued.*

D. POLYTECHNIC INSTITUTES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
20	St. Petersburg, Russia, second.	894	39	Helsingfors (Finland), Russia.	421
21	Aix la Chapelle (Prussia), Germany.....	824	40	Moscow, Russia, Engineering..	380
22	Prague, German Institute, Austria.....	778	41	St. Petersburg, Russia, fourth..	350
23	Sheffield, England.....	750	42	Calcutta, India.....	350
24	Paris, France, Arts and Manufactures.....	700	43	Madras, India.....	332
25	Glasgow, Scotland. (Also 4,434 evening school students.)...	652	44	Madrid, Spain, 2 schools.....	303
26	Warsaw (Poland), Russia.....	637	45	Athens, Greece.....	303
27	Milan, Italy.....	542	46	Brünn (Moravia), Austria, Bohemian Institution.....	244
28	St. Petersburg, Russia, third..	530	47	Oporto, Portugal.....	200
29	Turin, Italy.....	519	48	Grenoble, France.....	167
30	Brunswick (Brunswick), Germany.....	511	49	Sao Paulo, Brazil.....	152
31	Tomsk, Siberia.....	501	50	Naples, Italy.....	132
32	Copenhagen, Denmark, about.	500	51	Paris, France, Ponts et Chaussées.....	111
33	Brünn (Moravia), Austria, German Institution.....	495	52	Coopers Hill, England.....	106
34	Lisbon, Portugal.....	485	53	Lyon, France.....	104
35	Paris, France, Polytechnique..	472	54	Paris, France, Physics and Chemistry.....	100
36	Graz (Styria), Austria.....	463	55	Lille, France, Ecole des hautes études industrielles.....	100
37	Stockholm, Sweden.....	453	56	Paris, France, Electricity.....	85
38	Belfast, Ireland. (Also 3,550 evening school students.)...	450	57	Paris, France, Architecture....	72
			58	Marseille, France.....	43

E. AGRICULTURAL, FORESTRY, AND MINING ACADEMIES.

1	Berlin (Prussia), Germany, Agriculture.....	739	26	Kaschau, Hungary, Agriculture.....	132
2	Rennes, France, Agriculture..	620	27	St. Etienne, France, Mining...	120
3	St. Petersburg, Russia, Mining.	600	28	Grignon, France, Agriculture..	120
4	St. Petersburg, Russia, Forestry	500	29	Kolozsmonostor, Hungary, Agriculture.....	114
5	Freiberg (Saxony), Germany, Mining.....	473	30	Gembloux, Belgium, Agriculture.....	112
6	Vienna, Austria, Agriculture..	374	31	Glasgow, Scotland, Agriculture	110
7	Copenhagen, Denmark, Agriculture.....	370	32	Hohenheim (Wurtemberg), Germany, Agriculture.....	106
8	Poppelsdorf (Prussia), Germany, Agriculture.....	369	33	Portici, Italy, Agriculture.....	105
9	Kingston, Canada, Mining.....	325	34	Beauvais, France, Agriculture..	104
10	Mons, Belgium, Mining.....	320	35	Debreczin, Hungary, Agriculture.....	100
11	Schemnitz, Hungary, Mining..	297	36	Cirencester, England, Agriculture.....	85
12	Leoben (Styria), Austria, Mining.....	277	37	London, England, Agriculture..	65
13	Berlin (Prussia), Germany, Mining.....	266	38	Eberswalde (Prussia), Germany, Forestry.....	63
14	Norsaja-Alexandra, Russia, Forestry.....	257	39	Aschaffenburg (Bavaria), Germany, Forestry.....	60
15	Jekatarinoslavl, Russia, Mining	251	40	Münden (Prussia), Germany, Forestry.....	56
16	Paris, France, Agriculture.....	240	41	Tharandt (Saxony), Germany, Forestry.....	55
17	Moscow, Russia, Agriculture..	225	42	Madras, India, Agriculture.....	50
18	Madrid, Spain, Agriculture....	223	43	Nancy, France, Forestry.....	48
19	Montpellier, France, Agriculture.....	200	44	Dehra-Dun, India, Forestry....	47
20	Clausthal (Prussia), Germany, Mining.....	183	45	Stockholm, Sweden, Forestry..	41
21	Milan, Italy, Agriculture.....	180	46	Eisenach (Thuringia), Germany, Forestry.....	40
22	Keszthely, Hungary, Agriculture.....	163	47	Vallembrosa, Italy, Forestry...	40
23	Paris, France, Mining.....	160	48	Evois, Russia, Forestry.....	38
24	Altenburg, Hungary, Agriculture.....	153	49	Donai, France, Agriculture.....	30
25	Pribram (Bohemia), Austria, Mining.....	150	50	Coopers Hill, England, Forestry.....	25

F. VETERINARY SCHOOLS.

III. *Foreign universities etc., arranged according to number of students—Continued.*

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Berlin (Prussia), Germany . . .	550	15	Lyon, France	180
2	Kazan, Russia	468	16	Toulouse, France	165
3	Copenhagen, Denmark	370	17	Kharkof, Russia	150
4	Munich (Pavaria), Germany . . .	348	18	Stuttgart (Wurttemberg), Ger- many	135
5	Madrid, Spain	344	19	Milan, Italy	133
6	Budapest, Hungary	332	20	Edinburgh, Scotland	100
7	Alford, France	317	21	Leon, Spain	99
8	Dorpat (Jurjew), Russia	311	22	Turin, Italy	91
9	Vienna, Austria	285	23	Utrecht, Netherlands	87
10	Hanover (Prussia), Germany . . .	282	24	Cordoba, Spain	74
11	Saragossa, Spain	276	25	Stockholm, Sweden	57
12	London, England	230	26	Bukharest, Roumania	51
13	Dresden (Saxony), Germany . . .	226			
14	Naples, Italy	200			

IV. *Foreign universities, etc., arranged alphabetically, with faculties and number of students.*

1. *Aberdeen, Scotland:* University of Aberdeen, 1,102 students. Philosophical, theological, law, and medical faculties; library.
2. *Aberystwith, Wales:* Part of University College of Wales, associate colleges at Cardiff and Bangor, 471 students.
3. *Adelaide, Australia:* University of Adelaide, 598 students. Observatory.
4. *Agram, Croatia, Hungary:* Königl. Universität Agram, 934 students. Theological, law, and philosophical faculties; library.
5. *Aix-en-Provence, France:* Université d'Aix, 1,052 students. Law and philosophical faculties; library.
6. *Algiers, Algeria, Africa:* Académie d'Alger, 786 students. Law, medical, scientific, and philosophical faculties; library, observatory.
7. *Allahabad, India:* University of Allahabad. Examining board, 1,500 candidates passed.
8. *Amiens, France:* Ecole Prép. de Médecine. Medical school, 100 students.
9. *Amsterdam, Netherlands:* Universiteit te Amsterdam, 1,227 students. Law, medical, scientific, philosophical, and theological faculties; library and several institutes.
10. *Amsterdam, Netherlands:* Free University, 144 students. Theological, law, and philosophical faculties.
11. *St. Andrews, Scotland:* University of St. Andrews, 276 students. St. Salvador, St. Leonard's, and St. Mary's College.
12. *Angers, France:* Université Catholique de L'Ouest, 287 students. Law, scientific, theological, and philosophical faculties; library.
13. *Angers, France:* Ecole Prép. de Médecine. Medical school.
14. *Athens, Greece:* National University, about 3,000 students. Theological, law, medical, and philosophical faculties; public library.
15. *Bangor, Wales:* Part of University College of Wales, 325 students.
16. *Bamberg, Bavaria, Germany:* Königl. Bayerisches Lyceum, 83 students. Theological and philosophical faculties.
17. *Barcelona, Spain:* Universidad de Barcelona, 1,887 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
18. *Basel, Switzerland:* Universität Basel, 738 students. Theological, law, medical, and philosophical faculties; public library.
19. *Belfast, Ireland:* Queen's College, 349 students.
20. *Belgrade, Serbia:* Serpska Kraljevska Velika Skola, 463 students. Philosophical, law, and technological faculties; library.
21. *Bello Horizonte, Brazil:* Law faculty, formerly in Ouro Preto.
22. *Berlin, Prussia, Germany:* Königl. Friedr.-Wilhelms-Universität, 13,155 students. Theological, law, medical, and philosophical faculties; seminary for oriental languages, and 11 other seminaries, library, and 33 university institutes and museums.
23. *Berne, Switzerland:* Universität Bern, 1,407 students. Catholic and Protestant theology, law, medical, and philosophical faculties; city libraries.
24. *Besançon, France:* Université de Besançon, 330 students. Scientific, philosophical, and medical faculties; library.

25. *Birmingham, England*: Birmingham University, 967 students. Arts and science, medical and commercial faculties; library.
26. *Bologna, Italy*: Regia Università di Bologna, 1,470 students. Philosophical, scientific, law, medical, and pharmaceutical faculties, veterinary and engineers' schools; library.
27. *Bombay, India*: University of Bombay. Examining board, 1,228 candidates passed; five preparatory colleges.
28. *Bonn, Prussia, Germany*: Rheinische Friedr.-Wilhelms-Universität, 2,448 students. Protestant and Catholic theological, law, medical, and philosophical faculties; library and many institutes.
29. *Bordeaux, France*: Faculté de Bordeaux, 2,075 students. Law, medical, scientific, and philosophical faculties; library.
30. *Braunsberg, Prussia, Germany*: Königl. Lyceum Hosianum, 61 students. Theological and philosophical faculties; library.
31. *Breslau, Prussia, Germany*: Königl. Universität Breslau, 1,740 students. Catholic and Protestant theological, law, medical, and philosophical faculties; library.
32. *Bristol, England*: University College, 653 students (280 women). College faculty and medical school; library.
33. *Brussels, Belgium*: Université libre de Bruxelles, 1,060 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; also polytechnical school; library.
34. *Brussels, Belgium*: School of political and social sciences.
35. *Bucharest, Roumania*: Universitatea din Bucuresti, 3,304 students. Scientific, philosophical, law, medical, and theological faculties; library.
36. *Budapest, Hungary*: Királyi Magyar Tudomány-Egyetem, 6,278 students. Theological, law, medical, and philosophical faculties; library.
37. *Budapest, Hungary*: Theological Academy, 57 students.
38. *Buenos Ayres, Argentina*: Universidad Nacional, 2,665 students. Law, medical, and general faculties.
39. *Cádiz, Spain*: Facultad de Medicina (belonging to Seville). Medical faculty; library.
40. *Caen, France*: Université de Caen, 696 students. Law, scientific, and philosophical faculties; library.
41. *Cagliari, Sardinia, Italy*: Regia Università di Cagliari, 270 students. Law, medical, and scientific faculties; library.
42. *Cairo, Egypt*: Azhar University, 9,249 students and hearers.
43. *Calcutta, India*: University of Calcutta, 7,210 candidates, of whom 3,475 passed; eleven affiliated colleges. Examining board; library.
44. *Cambridge, England*: University of Cambridge, 2,878 students. Schools of theology, law, oriental, classical, and modern philology, music, moral science, history and archaeology, astronomy, physics, chemistry, mineralogy, biology, geology, and medicine; library.
45. *Camerino, Italy*: Libera Università degli Studi di Camerino, 322 students. Law, medical, and pharmaceutical faculties; and veterinary school; communal library.
46. *Cape Town, South Africa*: University of the Cape of Good Hope.
47. *Cardiff, Wales*: Part of University of Wales, 604 students. Philosophical and scientific faculties and department of engineering; library.
48. *Catania, Sicily, Italy*: Regia Università degli Studi di Catania, 1,060 students. Law, medical, scientific, and philosophical faculties; library.
49. *Christiania, Norway*: Kongelige Frederiks Universitet, 1,500s students. Theological, law, medical, philosophical, and scientific faculties; library.
50. *Clermont-Ferrand, France*: Université de Clermont, 289 students. Scientific and philosophical faculties; library.
51. *Coimbra, Portugal*: Universidade de Coimbra, 1,684 students. Theological, law, and scientific faculties; library.
52. *Cologne, Prussia, Germany*: Municipal Commercial University, 942 students. Copenhagen. (See Kjøbenhavn.)
53. *Cordoba, Argentina*: Universidad Nacional. Law, scientific, and medical faculties; observatory.
54. *Cork, Ireland*: Queen's College, 212 students.
55. *Cracow*. (See Krakow.)
56. *Czernowitz, Bukovina, Austria*: K. k. Franz-Josephs-Universität, 602 students. Theological, law, and philosophical faculties; library.
57. *Debrecin, Hungary*: Evangelical Reformed University, 353 students. Law, theological, and philosophical faculties.

57. *Dijon, France*: Facultés de Dijon, 649 students. Law, scientific, and philosophical faculties; library.
58. *Dillingen, Bavaria, Germany*: Theological Lyceum, 122 students.
59. *Dorpat (Jurjew), Russia*: Imperial University, 1,829 students. Law, theological, medical, and philosophical faculties.
60. *Dublin, Ireland*: University of Dublin, 936 students.
61. *Dublin, Ireland*: Royal University of Ireland, about 600 candidates. Examining board.
62. *Dundee, Scotland*: University College, 282 students.
63. *Durham, England*: Durham University, 185 students. To this university belong the Codrington College, on the island of Barbados, and the Fourah Bay College, in Sierra Leone; also the College of Science, at Newcastle-on-Tyne, which has an enrollment of 1,839 students.
64. *Edinburgh, Scotland*: University of Edinburgh, 2,944 students. Philosophical, theological, law, and medical faculties; library.
65. *Edinburgh, Scotland*: School of Medicine, 1,200 students.
66. *Eichstätt, Bavaria, Germany*: Bischöfliches Lyceum, 129 students. Theological and philosophical faculties.
67. *Eperies, Hungary*: Evangelische Rechtsakademie, 282 students. Law school.
68. *Erlangen, Bavaria, Germany*: K. Bayerische Friedr.-Alexander-Universität, 998 students. Theological, law, medical, and philosophical faculties; library.
69. *Erlau, Hungary*: Erzbischöfliche Rechtsakademie, 115 students. Law school.
70. *Ferrara, Italy*: Libera Università di Ferrara, 137 students. Law, scientific, and medical faculties; library.
71. *Florence, Italy*: R. Istituto di Studi Superiori Pratici e di Perfezionamento, 595 students. Philosophical, scientific, medical, and pharmaceutical faculties; library.
72. *Florence, Italy*: R. Istituto di Magistero Femminile, 152 students. Woman's university.
73. *Frankfort, Prussia, Germany*: Commercial and Social Science Academy, 546 students.
74. *Freiburg, Baden, Germany*: Badische Albert-Ludwigs-Universität, 1,462 students. Law, theological, medical, and philosophical faculties; library.
75. *Freiburg, Switzerland*: Katholische Universität, 458 students. Theological, law, and philosophical faculties; library.
76. *Freising, Bavaria, Germany*: Königl. Bayerisches Lyceum, 146 students. Theological and philosophical faculties.
77. *Fünfkirchen, Hungary*: Bischöfliche Rechtsakademie. Law school, 137 students.
78. *Galway, Ireland*: Queen's College, 118 students.
79. *Geneva, Switzerland*: Université de Genève, 1,222 students. Theological, law, medical, philosophical, and scientific faculties; five libraries.
80. *Genoa, Italy*: R. Università degli Studi di Genoa, 1,325 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmaceuticals; library.
81. *Ghent, Belgium*: Université de Gand, 826 students. Philosophical, law, scientific, and medical faculties; library.
82. *Giessen, Hesse, Germany*: Hessische Ludwigs Universität, 1,082 students. Theological, law, medical, and philosophical faculties; library.
83. *Glasgow, Scotland*: University of Glasgow, 2,141 students (341 women).
84. *Gottenborg, Sweden*: Göteborgs Högskola, 1,778 hearers, but only 85 matriculated.
85. *Göttingen, Prussia, Germany*: Georg-Augusts-Universität, 1,468 students. Theological, law, medical, and philosophical faculties; library.
86. *Granada, Spain*: Universidad de Granada. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
87. *Gratz, Styria, Austria*: K. k. Karl-Franzens Universität, 1,745 students. Theological, law, medical, and philosophical faculties; library.
88. *Greifswald, Prussia, Germany*: Universität, 753 students. Theological, law, medical, and philosophical faculties; library.
89. *Grenoble, France*: Université de Grenoble, 884 students. Law, scientific, and philosophical faculties; library.
90. *Groningen, Netherlands*: Rijks Universiteit te Groningen, 373 students. Theological, law, medical, scientific, and philosophical faculties; library.
91. *Grosswardein, Hungary*: Jógakademia, 222 students. Law school.
92. *Habana, Cuba*: Universidad de la Habana, 638 students. Philosophical, scientific, medical, and law faculties; library.
93. *Halifax, Nova Scotia, Canada*: Dalhousie College and University, 345 students.

94. *Halle, Prussia, Germany*: Friedr.-Universität Halle-Wittenberg, 1,948 students. Theological, law, medical, and philosophical faculties; library.
95. *Heidelberg, Baden, Germany*: Ruprecht-Karls-Universität, 1,534 students. Theological, law, medical, philosophical, and scientific faculties; library.
96. *Helsingfors, Finland, Russia*: Kejersliga Alexanders Universitet i Finland, 2,600 students. Theological, law, medical, and philosophical faculties; public library.
97. *Innsbruck, Tyrol, Austria*: K. k. Leopold-Franzens Universität, 1,058 students. Theological, law, medical, and philosophical faculties; library.
98. *Jaroslavl (or Yaroslavl), Russia*: Demidovskij juridiceskij Licej, 433 students. Law school.
99. *Jassy, Roumania*: Universitatea din Jasi, 782 students. Law, philosophical, scientific, and medical faculties; library.
100. *Jena, Thuringia, Germany*: Sächsische Gesammt-Universität, 774 students. Theological, law, medical, and philosophical faculties; library.
101. *Jerusalem, Palestine*: Ecole Pratique d'Étude Bibliques. Theological school, 24 students.
Jurjew. (See Dorpat.)
102. *Kazan, Russia*: Imperatorskij Kazanskij Universitet, 968 students. Philosophical, scientific, law, and medical faculties; library.
103. *Kazan, Russia*: Theological academy, 260 students.
104. *Kaschau, Hungary*: Rechts-Akademie, 206 students. Law school.
105. *Kecskemet, Hungary*: Rechts-Akademie, 142 students. Law school.
106. *Kharkef, Russia*: Imperatorskij Charkowskij Universitet, 1,334 students. Philosophical, scientific, law, and medical faculties; library.
107. *Kief, Russia*: Imperatorskij Universitet, 2,641 students. Medical, law, and philosophical faculties; institutes and library.
108. *Kief, Russia*: Theological academy, 187 students.
109. *Kiel, Prussia, Germany*: K. Christian-Albrechts-Universität, 977 students. Theological, law, medical and philosophical faculties; library.
110. *Kingston, Ontario, Canada*: University of Queen's College, 829 students. Theological, arts, law, and medical faculties; museum.
111. *Kjöbenhavn (Copenhagen), Denmark*: Kjöbenhavns Universitet, about 1,500 students. Theological, law, medical, philosophical, and scientific faculties and polytechnic institute; library.
112. *Klausenburg, Siebenbürgen, Hungary*: K. k. Klausenburger Universität, 1,754 students. Law, medical, philosophical, and scientific faculties; library.
113. *Königsberg, Prussia, Germany*: K. Albertus Universität, 977 students. Theological, law, medical, and philosophical faculties; royal and university library.
114. *Krakow, Galicia, Austria*: Jagellonische Universität, 1,695 students. Theological, law, medical, and philosophical faculties; library.
115. *Kyoto, Japan*: Imperial University, 498 students. Law, medical, and scientific faculties.
116. *Lahore, India*: The Punjab University, 3,146 candidates, of whom 1,559 passed. Oriental languages, arts, law, medicine, science, and engineering departments.
117. *Lampeter, Wales*: St. David's College, 125 students.
118. *Lausanne, Switzerland*: Université de Lausanne, 848 students. Theological, law, medical, philosophical, and scientific faculties.
119. *Leeds (see Manchester), England*: Yorkshire College, 1,165 students.
120. *Leipzig, Saxony, Germany*: Universität, 4,365 students. Theological, law, medical, and philosophical faculties; library.
121. *Leyden, Netherlands*: Rijks-Universiteit, 1,102 students. Medical, scientific, philosophical, theological, and law faculties; library.
122. *Lemberg, Galicia, Austria*: K. k. Franzen's Universität in Lemberg, 2,414 students. Theological, law, and philosophical faculties; library.
Liege. (See Lüttich.)
123. *Lille, France*: Facultés de Lille, 1,068 students. Law, medical, scientific, and philosophical faculties; library.
124. *Lille, France*: Facultés Libres, 550 students. Theological, law, medical, scientific, and philosophical faculties; library.
125. *Lima, Peru*: Universidad Mayor de San Marcos. Theological, law, medical, and philosophical faculties.
126. *Limoges, France*: Ecole de Médecine et de Pharmacie, 115 students. Medical, and pharmaceutical courses.
127. *Lisbon, Portugal*: Curso Superior de Letras, 111 students.
128. *Lisbon, Portugal*: Escola Medico Cirurgica, 310 students. Medical college.

129. *Liverpool* (see Manchester), *England*: University College, 700 students.
130. *Liverpool, England*: School of Tropical Medicine.
131. *London, England*: University of London, about 5,000 candidates. Examining board; library.
To the university belong:
 - (1) University College, with philosophical, law, scientific, and medical faculties; library; about 1,191 students.
 - (2) King's College, with theological, philosophical, and medical faculties; library; 1,300 students.
 - (3) School of Modern Oriental Languages.
 - (4) Ten other colleges, with 614 students.
 - (5) Eleven medical schools connected with hospitals; about 4,200 students.
 - (6) College of Tropical Medicine, 110 students.
 - (7) School of Economics and Political Science.
132. *Louvain, Belgium*: Université Catholique de Louvain, 2,011 students. Theological, law, medical, philosophical, and scientific faculties; library.
133. *Louvain, Belgium*: Philosophical School of St. Thomas Aquinas.
134. *Lund, Sweden*: Kongl. Universitet i Lund, 703 students. Theological, law, medical, and philosophical faculties; library.
135. *Lüttich* (or *Liège*), *Belgium*: Université de Liège, 1,767 students. Philosophical, law, scientific, and medical faculties; library.
136. *Lyon, France*: Facultés Catholiques, about 600 students. Theological, law, scientific, and philosophical faculties.
137. *Lyon, France*: Université de Lyon, 2,609 students. Law, medical, scientific, and philosophical faculties; two libraries.
138. *Macerata, Italy*: Regia Università di Macerata, 234 students. Law faculty.
139. *Madras, India*: University of Madras, about 8,030 candidates, 2,509 passed. Examining board.
140. *Madras, India*: Medical college, 489 students.
141. *Madrid, Spain*: Universidad Central de España, 5,118 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; libraries.
142. *Manchester, Liverpool, and Leeds, England*: Victoria University, about 3,000 students. This institution consists of:
 - (1) Owens College, Manchester, 1,146 students.
 - (2) University College, Liverpool, about 700 students.
 - (3) Yorkshire College, Leeds, 1,165 students.
143. *Manila, Philippine Islands*: Real y Pontificia Universidad de Santo Tomás de Manila, about 1,200 students. Theological, law, medical, and pharmaceutical faculties; library.
4. *Marburg, Hesse, Germany*: Universität Marburg, 1,177 students. Theological, law, medical, philosophical, and scientific faculties; library.
145. *Marseille, France*: Belongs to Facultés d'Aix, 206 students. Scientific, medical, and law faculties; library.
146. *Melbourne, Victoria, Australia*: University of Melbourne, 619 students.
147. *Messina, Italy*: Regia Università degli Studi di Messina, 645 students. Law, medical, scientific, philosophical, and pharmaceutical faculties; library.
148. *Mexico, Mexico*: Instituto Médico Nacional. Medical faculty.
149. *Milan, Italy*: Academia Scientifico-litteraria, 97 students. Scientific school.
150. *Modena, Italy*: Regia Università degli Studi di Modena, 711 students. Law, medical, scientific, and pharmaceutical faculties; library.
151. *Montauban, France*: Belongs to Facultés de Toulouse, 65 students. Law, medical, scientific, and philosophical faculties; library.
152. *Monterideo, Uruguay*: University, 132 students. Medical, law, and mathematical faculties; library.
153. *Montpellier, France*: Facultés de Montpellier, 1,602 students. Law, medical, scientific, and philosophical faculties; library.
154. *Montreal, Canada*: McGill College and University, 1,166 students.
155. *Montreal, Canada*: Succursale de L'Université Laval de Quebec, 793 students. Theological, medical, and law faculties.
156. *Moscow, Russia*: Imperatorskij Moskovskij Universitet, 4,845 students. Philosophical, scientific, law, and medical faculties; library.
157. *Moscow, Russia*: Duchovnaja Akademija, 197 students. Theological faculty; library.
158. *Moscow, Russia*: Lazarev Institute for Oriental Languages, 60 students.
159. *Munich, Bavaria, Germany*: K. Bayerische Ludwig-Maximilians-Universität, 4,526 students. Theological, law, medical, and philosophical faculties; library.

160. *Münster, Prussia, Germany*: K. Preussische Universität, 1,203 students. Theological and philosophical faculties; library.
161. *Nancy, France*: Université Nancy, 1,130 students. Law, medical, scientific, and philosophical faculties, and pharmaceutical school; library.
162. *Nantes, France*: École de Médecine de Nantes, 267 students.
163. *Nantes, France*: École Libre de Droit, 100 students.
164. *Naples, Italy*: Regia Università degli Studi di Napoli, 5,165 students. Philosophical, law, mathematical, scientific, and medical faculties, and pharmaceutical school; library.
165. *Naples, Italy*: Oriental Institute, 242 students.
166. *Neuchâtel, Switzerland*: Académie de Neuchâtel, 231 students. Philosophical, scientific, theological, and law faculties; library.
167. *Newcastle, England*: The colleges belong to Durham University.
(1) College of Medicine, 210 students.
(2) Durham College of Science, 1,650 students.
168. *New Zealand*: University, consisting of four colleges, 1,512 students.
169. *Nezin, Russia*: Historical and Philological Institute, 100 students.
170. *Nottingham, England*: University College, about 1,900 students. Philology, law, and scientific faculties, and school of engineering; free public libraries.
171. *Odessa, Russia*: Noworossijskij Universitet, 1,878 students. Philosophical, scientific, and law faculties; library.
172. *Olmütz, Moravia, Austria*: Theologische Facultät, 187 students.
173. *Oviedo, Spain*: Universidad Literaria, 234 students. Law faculty; library.
174. *Oxford, England*: University, 3,538 students. Theological, law, medical, scientific, and philosophical faculties; Bodleian library.
175. *Padua, Italy*: Regia Università degli Studi di Padua, 1,264 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
176. *Palermo, Sicily, Italy*: Regia Università degli Studi di Palermo, about 1,400 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
177. *Paris, France*: (1) Université de Paris, 12,171 students. Protestant theological, law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; libraries.
178. *Paris, France*: (2) Facultés libres, 704 students. Law and philosophical faculties; library.
179. *Paris, France*: (3) Collège de France.
180. *Paris, France*: (4) École Libre des Sciences Politiques, 600 students.
181. *Paris, France*: (5) École Pratique des Hautes Études à la Sorbonne, 233 students. Philosophical and theological faculties; library.
182. *Paris, France*: (6) École Nationale des Beaux-arts, about 2,000 students.
183. *Paris, France*: (7) École Nationale de Chartes, 69 students.
184. *Paris, France*: (8) École du Louvre.
185. *Paris, France*: (9) École des Langues Orientales Vivantes, and other special schools, 402 students.
186. *Paris, France*: (10) École Russe des Hautes Études Sociales, 360 students.
187. *Paris, France*: (11) École Normale Supérieure, 96 students.
188. *Parma, Italy*: Regia Università degli Studi di Parma, 625 students. Law, medical, and scientific faculties, and veterinary and pharmaceutical schools.
189. *Passau, Bavaria, Germany*: Theological Lyceum, 97 students.
190. *Pavia, Italy*: Regia Università degli Studi, 1,478 students. Law, medical, scientific, and philosophical faculties; pharmaceutical school and library.
191. *Pernambuco, Brazil*: Faculdade de direito, 250 students. Law faculty.
192. *Perugia, Italy*: Università Libera degli Studi di Perugia, 298 students. Law and medical faculties, and pharmaceutical and veterinary schools; library.
193. *Pisa, Italy*: Regia Università degli Studi di Pisa, 1,089 students. Law, philosophical, medical, and scientific faculties, and engineering, pharmaceutical, veterinary, and agricultural schools; library.
194. *Poitiers, France*: Université de Poitiers, 736 students. Law, scientific, and philosophical faculties; libraries.
195. *Prague, Bohemia, Austria*: K. k. Deutsche Carl-Ferdinands Universität, 1,435 students. Theological, law, medical, and philosophical faculties; library.
196. *Prague, Bohemia, Austria*: C. k. česk Universitet Carlo-Ferdinandovij, 3,503 students. Theological, law, medical, and philosophical faculties; library.
197. *Pressburg, Hungary*: Jógakademia, 268 students. Law and philosophical faculties; library.

198. *Quebec, Canada*: Université Laval, 358 students. Theological, law, medical, and arts faculties; library and museum.
199. *Regensburg, Bavaria, Germany*: Lyceum, 194 students. Theological and philosophical faculties.
200. *Rennes, France*: Université de Rennes, 1,143 students. Law, scientific, and philosophical faculties; library.
201. *Rheims, France*: École Préparatoire de Médecine, 92 students. Medical school.
202. *Rome, Italy*: Regia Università degli Studi di Roma, 2,685 students. Philosophical, scientific, law, and medical faculties; engineering and pharmaceutical schools; library.
203. *Rome, Italy*: University for Women, 160 students.
204. *Rome, Italy*: A number of colleges supported by the church, with 1,224 students.
205. *Rome, Italy*: Pontificia Universitas Gregoriana in Collegio Romano, 1,026 students. Theological, law, and philosophical faculties.
206. *Rostock, Mecklenburg, Germany*: Grossherzogliche Universität, 575 students. Theological, law, medical, and philosophical faculties; library.
207. *Rouen, France*: École Préparatoire de Médecine. Medical school, 147 students.
208. *St. Petersburg, Russia*: Imperatorskij Universitet, 3,855 students. Philosophical, scientific, law, and oriental languages faculties; library.
209. *St. Petersburg, Russia*: Imperatorskij Vojenno-Medicineskaja Akademija, 750 students. Medical faculty; library.
210. *St. Petersburg, Russia*: Duchovnaja Akademija. Theological faculty, 242 students; also a school of military law.
211. *St. Petersburg, Russia*: Law Academy, 330 students, and several other special schools.
212. *St. Petersburg, Russia*: Hist. Philological Institute, 88 students.
213. *St. Petersburg, Russia*: Higher Courses for Women, 1,300 students.
214. *St. Petersburg, Russia*: Medical Institute for Women, 1,314 students.
215. *Salamanca, Spain*: Universidad de Salamanca, 1,200 students. Philosophical and law faculties; library.
216. *Salzburg, Austria*: Theologische Fakultät, 54 students.
217. *Santiago, Chile*: University with 4 faculties and 1,000 students; also Institute of Pedagogy, 162 students.
218. *Santiago, Spain*: Universidad de Santiago. Law, medical, and pharmaceutical faculties; library.
219. *Saragossa, Spain*: Universidad de Zaragoza, 966 students. Philosophical, law, medical, and scientific faculties; provincial library.
220. *Sarospatak, Hungary*: Theologische und Rechtsschule, 147 students.
221. *Sassari, Italy*: Regia Università degli Studi di Sassari, 160 students. Law, medical, and scientific faculties; library.
222. *Seville, Spain*: Universidad de Sevilla. Philosophical, law, and scientific faculties; library.
223. *Sheffield, England*: University College (belongs to Oxford University), 450 students; also a medical school.
224. *Siena, Italy*: Regia Università degli Studi di Siena, 228 students. Law and medical faculties, and pharmaceutical school; library.
225. *Sophia, Bulgaria*: Visše Učilište v Sofija, 578 students.
226. *Stockholm, Sweden*: Stockholms Högs Kola, 168 students.
227. *Stockholm, Sweden*: Medical Institute, 303 students.
228. *Strassburg, Alsace, Germany*: Kaiser Wilhelms Universität, 1,434 students. Theological, law, medical, philosophical, and scientific faculties; provincial library.
229. *Sydney, New South Wales, Australia*: University of Sydney, 746 students.
230. *Tokyo, Japan*: Teikoku, Daigaku, 3,539 students. Law, medical, philosophical, and scientific faculties, agriculture, and school of engineering; library.
231. *Tomsk, Siberia*: Imperatorskij Tomkij Universitet, 642 students. Theological and medical faculties; library.
232. *Toronto, Canada*: University of Toronto, 1,624 students. Philosophical, law, and medical faculties; library.
233. *Toronto, Canada*: Victoria University, 250 students. Arts and theology; library.
234. *Toronto, Canada*: Four medical schools; 505 students.
235. *Toulouse, France*: Université de Toulouse, 1,955 students. Law, philosophical, scientific, and medical faculties; library.
236. *Toulouse, France*: Institut Catholique, 100 students. Theological and philosophical faculties; library.
237. *Tours, France*: École Préparatoire de Médecine, 103 students. Medical school.

238. *Tübingen, Württemberg, Germany*: K. Eberhard Karls Universität, 1,341 students. Theological, law, medical, philosophical, and scientific faculties; library.
239. *Turin, Italy*: Regia Università degli Studi di Torino, 2,700 students. Law, medical, philosophical, and scientific faculties, and pharmaceutical school; library.
240. *Upsala, Sweden*: Kongl. Universitet i Upsala, 1,418 students. Theological, law, medical, and philosophical faculties; library.
241. *Urbino, Italy*: Libreria Università degli Studi di Urbino, 164 students. Law and mathematical faculties, and pharmaceutical and surgical schools; library.
242. *Utrecht, Netherlands*: Rijks Universitāt te Utrecht, 1,012 students. Philosophical, medical, theological, law, and scientific faculties; library.
243. *Valencia, Spain*: Universidad de Valencia, 1,728 students. Law, scientific, and medical faculties; library.
244. *Valladolid, Spain*: Universidad de Valladolid. Law and medical faculties; library.
245. *Vienna, Austria*: K. k. Universität, 6,009 students. Law, theological, medical, and philosophical faculties; library and numerous university institutes.
246. *Vienna, Austria*: Protestantische Theologische Fakultät, 40 students.
247. *Vienna, Austria*: Lehranstalt für orientalische Sprachen, 153 students.
248. *Vienna, Austria*: Consular Academy, 32 students.
249. *Wales, Great Britain*: University, consists of colleges at Aberystwith, Bangor, and Cardiff. See those.
250. *Warsaw, Poland, Russia*: Imperatorskij Warschawskij Universitet, 1,400 students. Philosophical, scientific, law, and medical faculties; library.
251. *Würzburg, Bavaria, Germany*: K. Julius-Maximilians Universität, 1,390 students. Theological, law, medical, and philosophical faculties; library.
252. *Zurich, Switzerland*: Schweizerische Hochschule, 911 students. Theological, law, medical, and philosophical faculties; cantonal and city libraries.

V. Higher seats of learning, arranged according to countries.

- Argentina*: Universities at Buenos Ayres and Cordoba.
- Australia*: Universities at Adelaide, Melbourne, New Zealand, Sidney.
- Austria*: Universities at Czernowitz, Gratz, Innsbruck, Krakow, Lemberg, Prague (2 institutes), and Vienna.—Polytechnica at Brünn (2 institutes), Gratz, Lemberg, Prague (2 institutes), and Vienna.—Other higher seats of learning at Lemberg (veterinary), Leoben (mining), Olmütz (theology), Pribram (mining), Salzburg (theology), Trieste (commercial), Vienna (theology, agriculture, oriental languages, veterinary college).
- Belgium*: Universities at Ghent, Louvain, and Liège.—Polytechnica at Brussels, Ghent, and Liège. Other higher seats of learning at Brussels (pharmaceutical, political, and social sciences, commercial colleges), Gembloux (agriculture), Ghent (art and industrial), Louvain (philosophy, art, and industry, mining, agriculture, scientific and commercial), Mons (mining and industrial).
- Bolivia*: None.
- Brazil*: Law faculties at Bello Horizonte, Pernambuco.—Polytechnicum at São Paulo, and at Ouro Preto a mining school.
- Bulgaria*: University at Sophia.
- Canada*: Universities at Halifax, Kingston, Montreal (2 institutes), Quebec and Toronto (2 institutes).—Polytechnica at Montreal and Toronto.—Other higher seats of learning at Kingston (mining), Montreal (several theological colleges, a veterinary and an art school), Toronto (several medical colleges, one agricultural school).
- Cape Colony*: University at Capetown.
- Chile*: University at Santiago.—Institute of pedagogy at Santiago.
- China*: College of Foreign Knowledge at Peking.
- Colombia*: None.
- Corea*: None.
- Costa Rica*: None.
- Cuba*: University at Habana.
- Denmark*: University at Copenhagen.—Polytechnicum at Copenhagen.—Other higher seats of learning at Copenhagen (veterinary and agricultural college, pharmaceutical and dental college), Reykjavik (theological and medical).
- Ecuador*: University at Quito.
- Egypt*: University at Cairo.

England and Wales (see also Scotland and Ireland, below): Universities at Birmingham, Cambridge, Liverpool, London, Manchester, Oxford, Wales (3 colleges, at Aberystwith, Bangor, and Cardiff).—Colleges at Bristol, Lampeter, Leeds, London (6 colleges), Manchester, Newcastle, Nottingham, Sheffield, and other places.—Polytechnica at Coopers Hill and London (2 institutions).—Other higher seats of learning at Cirencester (agricultural), Coopers Hill (forestry), Liverpool (tropical medicine), and London (oriental languages, medical schools), and a great number of colleges impossible to classify).

France: Universities at Aix-en-Provence, Besançon, Bordeaux, Caen, Clermont-Ferrand, Dijon, Grenoble, Lille, Lyon, Marseille, Montpellier, Nancy, Paris, Poitiers, Rennes, and Toulouse.—Catholic free universities at Angers, Lille, Lyon, Paris and Toulouse.—Colleges at Paris (3 institutions of very high rank).—Polytechnica at Grenoble (electro-technical), Lyon, Marseille, Nancy (electro-technical), and Paris (4 institutions).—Other higher seats of learning at Alford (veterinary), Algiers (academy), Beauvais (agriculture), Bordeaux (industrial and agricultural chemistry), Douai (agriculture), Grignon (agriculture), Lille (industrial), Lyon (industrial chemistry, veterinary), Montauban (theology), Montpellier (agriculture), Nancy (chemical, agriculture, and forestry), Nantes (law college), Paris (oriental languages, charts, art, political science, social science, mining, agriculture, manufacture, physics, and chemistry), Rennes (agriculture), St. Etienne (mining), and Toulouse (veterinary).

Germany: *Baden*: Universities at Freiburg and Heidelberg.—Polytechnicum at Karlsruhe.—Art academy at Karlsruhe.

Bavaria: Universities at Erlangen, Munich, and Würzburg.—Polytechnicum at Munich.—Theological academies at Augsburg, Bamberg, Dillingen, Eichstätt, Freising, Passau, and Regensburg.—Other seats at Aschaffenburg (forestry), and Munich (veterinary and art academy).

Prussia: Universities at Berlin, Bonn, Breslau, Göttingen, Greifswald, Halle, Kiel, Königsberg, Marburg, and Münster.—Theological academy at Braunsberg.—Polytechnica at Berlin, Aix-la-Chapelle, and Hanover.—Other seats at Aix-la-Chapelle (commercial), Berlin (oriental languages, agriculture, veterinary, mining), Bonn [or Poppelsdorf] (agriculture), Clausthal (mining), Düsseldorf (art), Eberswalde (forestry), Frankfurt (social science and commerce), Hanover (veterinary), Cologne (commerce), and Münden (forestry).

Saxony: University at Leipzig.—Polytechnicum at Dresden.—Other seats at Dresden (veterinary, art), Freiberg (mining), Tharandt (forestry), and Leipzig (commerce).

Württemberg: University at Tübingen.—Polytechnicum at Stuttgart.—Other seats at Hohenheim (agriculture) and Stuttgart (veterinary).

Other parts of Germany: Universities at Giessen, Jena, Rostock, and Strassburg.—Polytechnica at Brunswick and Darmstadt.—Other seat at Eisenach (forestry).

Greece: University at Athens.—Polytechnicum at Athens (with art school).—Other seats at Athens (American, British, and French schools of classical studies).

Guatemala: None.

Haiti: None.

Hawaii: None.

Honduras: None.

Hungary, with Croatia: Universities at Agram, Budapest, and Klausenburg.—Polytechnicum at Budapest.—Other seats at Altenburg (agriculture and veterinary), Budapest (theology, veterinary), Debreczen (theology and law, agriculture), Eperies (theology and law), Erlau, Fünfkirchen, Grosswardein, Kaschau, Keskemet, Pressburg, Sarospatak (7 law schools), Keszthely (agriculture), Klausenburg (agriculture), and Schemnitz (mining, forestry).

India: Examining universities at Allahabad, Bombay, Calcutta, Lahore, and Madras.—Colleges affiliated with the universities, 50 in number.—Polytechnica at Calcutta and Madras.—Other seats at Lahore (law and medicine), Madras (engineering, agriculture, medical), and Dehra-Dun (forestry).

Ireland: Universities at Dublin (2 institutions).—Colleges at Belfast, Cork, and Galway.—Polytechnicum at Belfast.—Other seats at Dublin (science, art, and medical).

Italy: Universities at Bologna, Cagliari, Camerino, Catania, Ferrara, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome (2 institutions), Sassari, Siena, Turin, and Ubrino.—Colleges at Florence, Milan, and Rome (3 institutions).—Polytechnica at Milan, Naples, and Turin.—Other seats at Bologna (agriculture), Florence (women's college), Milan (commerce, veterinary, agriculture), Naples (veterinary, oriental languages), Pisa (agriculture), Portici (agriculture), Rome (numerous special schools), and Turin (veterinary), Vallombrosa (forestry).

- Japan:* Universities at Kyoto, Tokyo.—Engineering and agricultural colleges at Tokyo.
- Mexico:* Schools of law, medicine, engineering, etc.
- Morocco:* None.
- Netherlands:* Universities at Amsterdam (2 institutions), Groningen, Leyden, and Utrecht.—Polytechnicum at Delft.—Other seats at Utrecht (veterinary), and Wageningen (agriculture).
- Nicaragua:* None.
- Norway:* University at Christiania.
- Paraguay:* A national college.
- Persia:* Several colleges.
- Peru:* University at Lima.
- Palestine:* Theological college.
- Philippine Islands:* University at Manila.
- Portugal:* University at Coimbra.—Polytechnica at Lisbon and Oporto.—Other seats at Lisbon (letters, medicine, agriculture, and veterinary).
- Roumania:* Universities at Bucharest and Jassy.—Other seats at Bucharest (veterinary, art).
- Russia* (see also *Siberia*): Universities at Kharkof, Jurjew (or Dorpat), Helsingfors, Kazan, Kief, Moscow, Odessa, St. Petersburg, and Warsaw.—Polytechnica at Kharkof, Helsingfors, Kief, Moscow, St. Petersburg (4 institutions), Riga, and Warsaw.—Other seats at Kharkof (veterinary), Jurjew [Dorpat] (veterinary), Eyois (forestry), Helsingfors (agriculture), Jaroslawl (law), Jekaterinoslaw (mining), Kazan (theology, veterinary), Kief (theology), Moscow (theology, oriental languages, agriculture), Nezin (philology), Nowaja-Alexandria (agriculture and forestry), St. Petersburg (theology, law, history, medicine, mining, forestry), and Warsaw (veterinary).
- Salvador:* None.
- Santo Domingo:* None.
- Scotland:* Universities at Aberdeen, St. Andrews, Dundee, Edinburgh, and Glasgow.—Polytechnicum at Glasgow.—Other seats at Edinburgh (medicine, veterinary) and Glasgow (agriculture).
- Servia:* University at Belgrade.
- Siam:* None.
- Siberia:* University at Tomsk.—Polytechnicum at Tomsk.—Oriental language school at Vladivostok.
- Spain:* Universities at Barcelona, Granada, Madrid, Oviedo, Salamanca, Santiago, Saragossa, Seville, Valencia, and Valladolid.—Polytechnica at Madrid (engineering and architecture).—Other seats at Cadiz (medicine), Cardoba (veterinary), Leon (veterinary), Madrid (agriculture, veterinary, diplomatic), Santiago (veterinary), and Saragossa (veterinary).
- Sweden:* Universities at Gottenborg, Lund, Stockholm, and Upsala.—Polytechnicum at Stockholm.—Other seats at Stockholm (medical, veterinary, and forestry).
- Switzerland:* Universities at Basel, Berne, Freiburg, Geneva, Lausanne, and Zurich.—Polytechnicum at Zurich.—Other seats at Berne (veterinary), Geneva (theology), Lausanne (theology), Neuchatel (academy and theology), and Zurich (veterinary, agriculture, forestry).
- Turkey:* University at Constantinople.—Other seats at Constantinople (art, theology).
- Uruguay:* University at Montevideo.
- Venezuela:* None.

VI. Technological schools.

1. *Aachen* (Aix-la-Chapelle), *Prussia, Germany*, founded 1870; 824 students.
2. *Athens, Greece*, founded 1837; 303 students.
3. *Belfast, Ireland*, founded 1901; 4,000 students, mostly evening school students.
4. *Berlin, Prussia, Germany*, founded 1779; 4,464 students.
5. *Brunswick, Germany*, founded 1745; 511 students.
6. *Brünn, Austria*, founded 1850; (German) 495 students.
7. *Brünn, Austria*, founded 1899; (Bohemian) 244 students.
8. *Budapest, Hungary*, founded 1856; 1,617 students.
9. *Copenhagen, Denmark*, founded 1829; 500 students.
10. *Coopers Hill, England*, founded 1885; 131 students.
11. *Darmstadt, Hesse, Germany*, founded 1868; 1,970 students.
12. *Delft, Netherlands*, founded 1864; 940 students.
13. *Dresden, Saxony, Germany*, founded 1828; 1,284 students.
14. *Glasgow, Scotland*, founded 1886; 652 students, and 4,434 evening school students.
15. *Gratz, Styria, Austria*, founded 1811; 463 students.

16. *Hanover, Prussia, Germany*, founded 1879; 2,023 students.
17. *Helsingfors, Finland, Russia*, founded 1847; 421 students.
18. *Karlsruhe, Baden, Germany*, founded 1825; 1,635 students.
19. *Kharkof, Russia*, founded 1884; 1,000 students.
20. *Kief, Russia*, founded 1898; 1,255 students.
21. *Lemberg, Galicia, Austria*, founded 1844; 725 students.
22. *Lisbon, Portugal*, founded 1837; 385 students.
23. *London, England*, 2 institutions, founded 1878 and 1884; 277 and 187 students.
24. *Lyon, France*, founded 1857; 104 students.
25. *Madras, India*, engineering college; 332 students.
26. *Madrid, Spain*, 2 institutions, founded 1835 and 1844; 223 and 80 students.
27. *Marseille, France* [1891]; 30 students.
28. *Milan, Italy*, founded 1863; 542 students.
29. *Moscow, Russia*, 2 institutions, founded 1832 and 1896; 1,028 and 380 students.
30. *Munich, Bavaria, Germany*, founded 1827; 2,965 students.
31. *Nancy, France*, 2 institutions, founded 1890 and 1900; 65 and 39 students.
32. *Naples, Italy*, founded 1863; 132 students.
33. *Oporto, Portugal*, founded 1877; 200 students.
34. *Paris, France*, founded 1794; 6 schools, with 1,540 students.
35. *Praque, Bohemia, Austria*, founded 1806 and 1868; 2 schools, with 2,181 students.
36. *Riga, Russia*, founded 1832; 1,701 students.
37. *Roorkee, India*, engineering college; 379 students.
38. *St. Petersburg, Russia*, founded 1828; 5 schools, with 3,124 students.
39. *São Paulo, Brazil*, founded 1894; 152 students.
40. *Sheffield, England*, founded 1885; 750 students.
41. *Stockholm, Sweden*, founded 1798; 453 students.
42. *Stuttgart, Württemberg, Germany*, founded 1829; 1,187 students.
43. *Tomsk, Siberia, Russia*, founded 1896; 591 students.
44. *Turin, Italy*, founded 1858; 519 students; also industrial institution, 722 students.
45. *Vienna, Austria*, founded 1815; 2,476 students.
46. *Warsaw, Poland, Russia*, founded 1898; 637 students.
47. *Zurich, Switzerland*, founded 1851; 1,511 students.

NOTE.—Several noted technological schools in Italy and in other countries are connected with universities, hence are not mentioned separately in this list.

VII. *Higher agricultural, forestry, and mining schools.*

[Figures in brackets signify date of founding.]

1. *Altenburg, Hungary* [1819], Agricultural Academy; 153 students.
2. *Aschaffenburg, Bavaria, Germany* [1844], Forestry Academy; 60 students.
3. *Beauvais, France* [1854], Agricultural Institute; 104 students.
4. *Berlin, Prussia, Germany* [1806], Agricultural Academy; 739 students.
5. *Berlin, Prussia, Germany* [1860], Mining Academy; 266 students.
6. *Bordeaux, France* [1891], School of Chemistry, Industry, and Agriculture.
7. *Campinas São Paulo, Brazil* [1887], Agricultural Institution.
8. *Cirencester, England* [1845], Agricultural College; 85 students.
9. *Clausthal, Prussia, Germany* [1775], Mining Academy; 185 students.
10. *Coopers Hill, England* [1885], Forestry Academy and Engineering College; 131 students.
11. *Copenhagen, Denmark* [1858], Veterinary and Agricultural Academy; 370 students.
12. *Debreczin, Hungary* [1865], Agricultural Academy; 100 students.
13. *Dehra-Dun, India* [1878], Forestry School; 47 students.
14. *Douai, France* [1888], Agricultural College; 30 students.
15. *Eberswalde, Prussia, Germany* [1820], Forestry Academy; 63 students.
16. *Eisenach, Saxe-Weimar, Germany* [1859], Forestry Academy; 40 students.
17. *Evois, Finland, Russia* [1859], Forestry Academy; 22 students.
18. *Freiberg, Saxony, Germany* [1765], Mining Academy; 473 students.
19. *Gemboux, Belgium* [1860], Agricultural Academy; 112 students.
20. *Glasgow, Scotland* [1900], Agricultural School; 110 students.
21. *Grignon, France* [1828], Agricultural Academy; 120 students.
22. *Hohenheim, Württemberg, Germany* [1818], Agricultural Academy; 106 students.
23. *Jekaterinoslaw, Russia* [1899], Mining Academy; 251 students.
24. *Kaschau, Hungary* [?], Agricultural Academy; 133 students.
25. *Keszthely, Hungary* [1865], Agricultural Academy; 163 students.
26. *Kingston, Ontario, Canada* [1892], Mining School; 325 students.

27. *Klausenburg, Hungary* [1869], Agricultural Academy; 114 students.
28. *Leoben, Styria, Austria* [1894], Mining Academy; 277 students.
29. *London, England* [?], Agricultural College; 50 students.
30. *Lille, France* [1885], Industrial and Agricultural School; 100 students.
31. *Madrid, Spain* [?], Schools of Agriculture and Veterinary Science; 200 students.
32. *Milan, Italy* [?], Agricultural Academy; 180 students.
33. *Mons, Belgium* [?], Mining Academy; 320 students.
34. *Montpellier, France* [1872], Agricultural School; 200 students.
35. *Moscow, Russia* [?], Agricultural and Forestry Academy; 225 students.
36. *Münden, Prussia, Germany* [1868], Forestry Academy; 56 students.
37. *Nancy, France* [1824], Forestry Academy; 51 students.
38. *Nowaja-Alexandria, Poland, Russia* [1892], Agricultural and Forestry Academy; 257 students.
39. *Ouro-Preto, Brazil* [1892], Mining Academy.
40. *Paris, France* [?], Mining Academy; 161 students.
41. *Paris, France* [?], Agricultural College; 240 students.
42. *Poppelsdorf, Prussia, Germany* [1846], Agricultural Academy; 369 students.
43. *Portici, Italy*, founded 1872, Agricultural College; 105 students.
44. *Pribram, Bohemia, Austria* [1849], Mining Academy; 150 students.
45. *Rennes, France* [1890], Agricultural College; 620 students.
46. *Schemnitz, Hungary* [?], Forestry and Mining Academy; 297 students.
47. *St. Etienne, France* [1816], Mining Academy; 120 students.
48. *Stockholm, Sweden* [1823], Forestry School; 41 students; also Agricultural Academy [1811]; 150 members.
49. *St. Petersburg, Russia* [1773], Mining Institute; about 600 students.
50. *St. Petersburg, Russia* [1880], Forestry Institute; about 500 students.
51. *Tharandt, Saxony, Germany* [1811], Forestry Academy; 55 students.
52. *Toronto, Canada* [1888], Agricultural College.
53. *Vallombrosa, Italy* [1869], Forestry Institute; 40 students.
54. *Vienna, Austria* [1872], Agricultural Academy; 374 students.

NOTE.—Other similar higher institutions of learning are connected with universities, hence they are not mentioned in this list of separate institutions.

VIII. Veterinary schools.

1. *Alford, France* [1766]; 317 students.
2. *Berlin, Germany* [1790]; 550 students.
3. *Bucharest, Roumania* [1861]; 51 students.
4. *Budapest, Hungary* [1786]; 332 students.
5. *Copenhagen, Denmark* [1858]; see above in VII, 370 students.
6. *Cordoba, Spain* [1802]; 74 students.
7. *Dorpat, Russia* [?]; 311 students.
8. *Dresden, Germany* [1774]; 226 students.
9. *Hanover, Germany* [?]; 228 students.
10. *Kazan, Russia* [?]; 468 students.
11. *Kharkof, Russia* [1804]; 150 students.
12. *Lemberg, Austria* [1881]; — students.
13. *Leon, Spain* [?]; 99 students.
14. *London, England* [1791]; 230 students.
15. *Lyon, France* [1761]; 180 students.
16. *Madrid, Spain* [1792]; 344 students.
17. *Milan, Italy* [1791]; 133 students.
18. *Munich, Germany* [1790]; 348 students.
19. *Naples, Italy* [?]; 200 students.
20. *Santiago, Spain* [1820]; — students.
21. *Saragossa, Spain* [?]; 276 students.
22. *Stockholm, Sweden* [1821]; 57 students.
23. *Stuttgart, Germany* [1821]; 135 students.
24. *Toulouse, France* [1825]; 165 students.
25. *Turin, Italy* [?]; 91 students.
26. *Utrecht, Netherlands* [?]; 87 students.
27. *Vienna, Austria* [1764]; 285 students.
28. *Warsaw, Russia* [?]; — students.

CHAPTER XVI.

THE KINDERGARTEN.

BY LAURA FISHER,

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The first public expression in America on the value of the kindergarten was an article published by Dr. Henry Barnard in 1854. This article was a "Report to the governor of Connecticut on the International Exhibition of Educational Systems and Materials at St. Martin's Hall, London, under the auspices of Prince Albert and the Society of Arts, Commerce, and Manufactures." In this report Doctor Barnard says: "The system of infant culture presented in the International Exhibition of Educational Systems and Materials at St. Martin's Hall by Charles Hoffman, of Hamburg, and illustrated by Madame Ronge in her kindergarten in Tavistock Square, London, was by far the most original, attractive, and philosophical form of infant development the world has yet seen."

Doctor Barnard's interest in the kindergarten increased with his study of the system, and this first expression of appreciation was followed in 1868 by a suggestion in his special report, as Commissioner of Education, to the Senate, and again to the House of Representatives, in 1870, on a system of public instruction for the District of Columbia "that the first or lowest school in a graded system for cities should cover the play period of a child's life," and that "the great formative period of the human being's life in all that concerns habits of observation and early development should be subjected to the training of the kindergarten." To Doctor Barnard are due many valuable publications on the kindergarten, and to his influence can be traced that early appreciation of the system on the part of many educators which helped to give it educational standing.

Following Doctor Barnard, in point of time, comes the well-known and deeply-appreciated effort of Miss Elizabeth Peabody, who will always be remembered and honored as the pioneer of the kindergarten in America. While hers was not the first kindergarten in the United States—that of Miss Caroline Louise Frankenburg, of Columbus, Ohio, having been established in 1858, and others, by Germans, in Hoboken, N. J., in 1861, and in New York in 1864—Miss Peabody's was the first effort that called forth any marked interest in the system and gave the impulse from which radiated the entire kindergarten movement in America.

Although the general character of Miss Peabody's work is well known, no account of the kindergarten is complete that ignores her own statement of the beginnings of her work or fails to recognize the wonderful spirit of helpfulness, simplicity, and humility that touched all who came in contact with her. In her account of the kindergarten in America she tells us that after Doctor Barnard's articles in his journal in 1856 and 1858 nothing was said in America until the review in the *Christian Examiner* in 1859, Boston, of "*Le jardin des enfants*." She alludes to the many unhappy attempts at kindergartens made during the next ten years by persons untrained in the system and points to her own as the most

noted of these failures. In 1867 she went to Europe to study the kindergartens as established by Froebel. In 1868 she returned "zealous to abolish her own and all similar mistakes and establish the real thing on the basis of an adequate training of the kindergartners."^a

Miss Peabody's and Doctor Barnard's initial interest in the kindergarten was of moment because of the influence upon other persons, and while not directly productive of the establishment of kindergartens on any large scale they gave to the cause in America the vital start to which all further developments of the system owe their origin.

The three main branches of kindergarten work in America are the private kindergarten, the charity kindergarten, and the public kindergarten. Each of these has an interesting history and has exercised its specific influence in shaping the work and in forming public opinion in regard to the educational and social value of the system.

THE PRIVATE KINDERGARTEN.

Originating with Miss Peabody's attempt already referred to and continued from that time on in Boston by Madame Kriege and her graduates, notably Miss Garland and Miss Weston, the private kindergarten spread from Boston to New York. Its first and foremost exponent there was Miss Marie Boelté, who was invited in 1872 by Miss Henrietta B. Haines to conduct a kindergarten in her school for young ladies. Miss Boelté had studied in Germany with Froebel's widow and had won a high reputation in Germany and also in England. In 1873 she married Prof. John Kraus, and together they established an independent kindergarten and normal class. From their training school many eminent kindergartners were graduated, and Madame Kraus is still considered the "best representative in America of the traditional practice as prevailing in German kindergartens and training schools." Their kindergarten was the center of great interest, and its excellence commanded marked support in New York.

This branch of the kindergarten movement has, unfortunately, been most slow to grow, varying largely according to the temper of the city. It is a question of no slight interest just why the private kindergarten has had on the whole less success and support than the charity and the public kindergarten. Among the most obvious reasons is the fact that a great many small independent classes have been established by inexperienced, inadequately trained, and incompetent young women who have been unable to conduct a kindergarten properly, and have allowed their classes to become free-play schools run by the children.

Not a few independent private kindergartens owe their failure to the exclusive manner in which they have been conducted on narrow lines for the benefit of a small group of children from chosen homes. These have sometimes failed because the young kindergartner, dominated by the ignorance and inconsistencies of her patrons, has been unable to carry on regular and systematic work with her pupils. Again, the necessity of earning a living has kept out of the independent private kindergarten the most capable teachers, these naturally seeking and securing positions commanding definite salaries, sufficiently large to insure comfortable living.

It is interesting to note that many private schools in our large cities have adopted the kindergarten. In most of these this department extends over two years, and is followed by a connecting class in which the advanced constructive work of the kindergarten is carried on side by side with the regular branches of the pri-

^a Miss Peabody not only incited the establishment of private and charity kindergartens and the first public kindergarten in the country, but she founded and sustained a periodical of kindergarten literature, established the American Froebel Union, and was largely instrumental in the organization of a Froebel society in England.

mary school. These kindergartens are increasingly numerous and successful. The reason is not difficult to find. Wherever the kindergarten becomes an organic part of the general system of education, it takes its position as a place in which children are properly trained and instructed. It is an acknowledgment on the part of the heads of such institutions that the kindergarten is an important factor in the education of the child and a recognition of its influence upon the child's subsequent development. This attitude on the part of principals of schools influences parents who send their children to certain schools because of their confidence in the wisdom of the teaching corps, and in this way the kindergarten connected with the private school has begun to flourish and been enabled to do its legitimate work. Needless to say that the kindergarten has often been maintained in spite of the fact that it has been a financial loss to the proprietors of the schools, whose recognition of its educational value has been the sole explanation of the enthusiasm that has insisted upon the continuance of a nonpaying department. Among the first kindergartens established in connection with large private schools after the pioneer movement in New York was that in Mrs. Shaw's school in Boston. In the hope that young women would study the kindergarten in order to better prepare themselves for work in the home, a training department was established by Mrs. Shaw in connection with this school. Notable among the kindergartens connected with large private institutions are those at Pratt Institute, Brooklyn; Teachers' College, New York; Ethical Culture School, New York, and the School of Education, Chicago.

No one would claim that even this class of private kindergartens suffers from overcrowding, or that the wealthy are, as a rule, kindergarten enthusiasts. And yet there exists in New York an association composed of women of means, calling itself The Froebel League, that is making notable efforts to stimulate interest in and appreciation of the kindergarten as a system of education for all children, rich as well as poor, and all parents as well. Their recognition of what the kindergarten has done for them in fitting them for the responsibilities of motherhood, and of how it has influenced the development of their children within its domain and in the home, is not without influence which is bound to grow and to win for the kindergarten in this class of society due recognition as a valuable educational influence.

Nevertheless it is true that the doubters belong mainly to this class, and that the habit of doubt, once become the fashion, is difficult to overcome. People whose children have fairly good care at home are not likely, as a class, to bother themselves about the merits of a system of early education. Again, to many persons no learning seems of value unless it begins with reading, and the three R's are still their fetish. Instruction in these is the only proper beginning of every child's education, for to be informed is to be educated. However vitally a child's mind is open to the beauties of nature and the influences of life; however its heart may glow with the sentiments that make for righteousness; however skillfully its hands may shape the materials with which they come in contact; however wisely and absorbingly it may play itself into an understanding of its world, to such persons the child knows nothing of value until it has learned to read: "It is a bird." When it is able to do this, the child has, in their opinion, learned something that is worth while. And the question whether it has ever really seen or observed a bird, interested itself in its haunts and habits, cared for, protected, and tended it, watched the brooding mother, and witnessed its exhibitions of mother-love, these are matters altogether foreign to the question of its real education and the school's share in it. We are, however, coming to value less what may be called the externals of education and to care more and more for its spirit and the spirit it begets; and with this increasing sense of the importance of inner development there begins the dawn of a new day for the kindergarten of the children who go to private schools.

THE CHARITY KINDERGARTEN.

Centering among and concerning itself with the children of the poor and having for its aim the uplifting of the home, it was natural that the kindergarten as a philanthropic movement should win great and early favor in our generous land. The mere fact that the children of the slums were kept off the streets, and that they were made clean and happy by kind and motherly young women; that the child being thus cared for enabled the mother to go about her work in and outside of the home, all this appealed to the heart of America, and America gave freely to make these kindergartens possible. Churches established kindergartens for the poor of the parish, individuals endowed kindergartens, and associations were organized for the spread and support of kindergartens in nearly every large city, large sums of money being raised annually for this purpose. As college and social settlements appeared on the horizon they adopted the kindergarten, looking upon it as a valuable means for building up their clubs for children and women and as the nucleus for district work.

The first charity kindergarten in America was established on July 1, 1870, in connection with the Poppenhusen Institute of the Conrad Poppenhusen Association, founded and endowed by Mr. Conrad Poppenhusen for the people of the township of Flushing, and especially for the inhabitants of the village of College Point, N. Y. This kindergarten flourished from 1870 to 1901, when the establishment of public kindergartens made its continuance unnecessary. The liberality and large-mindedness of its founder can not fail to impress anyone familiar with its history and the history of the institute of which it was a part. The kindergarten was attended by from 60 to 80 children when the population of College Point was less than 5,000, and when this increased to over 6,000 the average daily attendance numbered from 100 to 120 children. The salaries paid were liberal; the rooms provided consisted of one large main room, 40 by 30 feet, and two smaller class rooms. A large yard gave opportunity for gardening, sand gardens, and outdoor play. The teachers first in charge were graduates of training schools of Germany, and were succeeded by their pupils. The effect of the kindergarten is said to have been noticeable not only in the children, but to have shown itself in the homes and in the greater neatness of the children as they came from home.

So far as equipment goes, it would seem that this first charity kindergarten set a standard which might well be followed and is seldom maintained even to-day.

The next charity kindergarten was one better known generally—that established by Mr. S. H. Hill in the village of Florence, Mass. Here, too, generous provision marked the enterprise. Mr. Hill built two houses—one for the accommodation of 200 children who attended the kindergarten and one for the teachers to live in; and he furthermore put in trust a fund from which (with additional contributions from other citizens) the kindergarten has been supported.

The largest individual charity and the most significant was that supported from 1877 to 1883 by Mrs. Pauline A. Shaw, of Boston, who has been rightly called the "Fairy godmother of the kindergarten." In 1877, stimulated by the efforts of Miss Peabody, Mrs. Shaw opened two summer kindergartens, one in Brookline and one in Jamaica Plain. Satisfied that the kindergarten merited her support, the two classes thus established were continued through the year. This was the beginning of a work unparalleled for its public spirit and liberality, and to which must be attributed the growth and final adoption of the kindergarten throughout New England. In 1878, through the successful efforts of Miss Laliah B. Pingree, who organized and superintended this work for Mrs. Shaw, there were 18 kindergartens in Boston, Cambridge, and Brookline, and 1883 brought the number up to 31. From 1884 to 1888 the kindergartens were reduced in number to 14 in Boston, 3 in Cambridge, and 1 in Brookline. No effort or money was spared to make these kindergartens the best of their kind. Some were housed in public school buildings

and others occupied houses specially rented for their use. Every advantage was given to the kindergartners to help their work. Lecturers on education, science, and art, classes in kindergarten theory and practice were provided, and a library for the use of the teachers was established. In addition to the daily teaching in the kindergartens, the kindergartners visited the homes of the children and held mothers' meetings.

After supporting the kindergartens for ten years, Mrs. Shaw, in 1887, invited the school committee of Boston to investigate this work with a view to adopting the same. In 1888 the school board assumed the responsibility of the 14 kindergartens supported by Mrs. Shaw.

The first free kindergarten in New York was opened in 1876 by the Children's Charitable Union, but the real impulse to philanthropic work was given by Prof. Felix Adler, of the Ethical Culture Society, and by Rev. R. Heber Newton, rector of Anthon Memorial Church. In January, 1878, Professor Adler opened a free kindergarten, which became the first grade in a school, classes being added each year until in 1887 the full eight grades of a completely equipped elementary school were established. This was the initial step in a movement that has culminated in the acceptance of the kindergarten as the first grade in large private and endowed schools, of which mention has been made.

Rev. R. Heber Newton opened the first mission kindergarten in March, 1878, and gave the primary impulse to this kind of work. At present nearly every large city has its church kindergartens for the children of the parish, housed in the parish rooms.

These kindergartens, with a few others, represented the extent of the philanthropic movement in the city of New York at the beginning of the last decade of the nineteenth century. In 1889 a conference was held at the College for the Training of Teachers in response to a call signed by leading men of New York, foremost among whom were Mr. Richard Watson Gilder, the Rev. E. Winchester Donald, and Mr. Daniel S. Remsen. The occasion of this conference was the desire on the part of many men and women to extend the kindergarten system, and the result was the formation of the New York Kindergarten Association. We are told that "the idea of the founders of this new association was to establish some model kindergartens under charge of the association and to prevail upon the city to establish kindergartens in connection with the public school system." The first kindergarten was opened in 1890, and in 1903 the association supported 23 kindergartens, at an annual expenditure of \$40,000. The Free Kindergarten Society of Brooklyn supports 22 kindergartens, and has, by maintaining a high standard of efficiency among its kindergartners, done much to uphold and encourage the excellent work in that city. In addition to the kindergartens supported by these two associations there are about 55 public kindergartens of a charitable character, making in all 100 kindergartens supported by donations and endowments in Greater New York.

In 1879, largely through the influence of Mrs. Alphonso Taft, who was its first president, the Cincinnati Kindergarten Association was formed. Its history, like that of similar associations, begins with the establishment of one free kindergarten. In 1902 the association supported 3 free kindergartens and superintended in addition 20 free and 3 private kindergartens.

During the same year (1879) the first free kindergarten was opened in Philadelphia. Through the philanthropic efforts and personal devotion of Miss Anna Hallowell the people of Philadelphia became aroused to the need of establishing kindergartens, and in 1881 the Subprimary School Society was formed for that purpose. In 1887 this society, at its annual meeting, made a formal transfer of 33 free kindergartens to the board of education, and the kindergarten thus became a part of the public school system.

Chicago has always been a leading kindergarten center. The kindergarten movement began in 1865, much as it did later in Boston, with a so-called kindergarten. But in 1874 Mrs. Alice H. Putnam, a trained kindergartner, opened a private kindergarten in her home, and organized a class for the study of Froebel's educational principles. Through Mrs. Putnam's influence the first free kindergarten was opened in 1876 in the rooms of Mr. D. V. Moody's church, and to her efforts was mainly due the formation of the Chicago Froebel Association, which at one time supported 23 kindergartens and also a normal training school, of which Mrs. Putnam is still director. She was also largely responsible for the introduction of kindergartens into the public schools of Chicago.

The influence of Chicago, through the impetus given to the work there, first by Mrs. Putnam, who was later ably seconded by Miss Elizabeth Harrison, extended to the Northwest and somewhat to the South and East. Many of the kindergartens and training schools in Wisconsin, Minnesota, and Michigan are in charge of graduates from Chicago, while the work in Texas, Cleveland, O., and Pittsburg, Pa., was first organized through Chicago influence.

In Pittsburg, where a vigorous young association is supporting a training school and a number of kindergartens as well, a happy and unique condition of cooperation exists between a private organization and the school board. Here an annual appropriation for the support of public kindergartens is made, and rooms in school buildings are set apart for kindergarten use. This fund is turned over to the Pittsburg and Alleghany Free Kindergarten Association, and all the kindergartens are in charge of the supervisor of this society. The teachers are in constant consultation with her and attend graduate courses given under the auspices of the kindergarten college.

Passing rapidly westward we come to the Pacific coast and the kindergarten in San Francisco. With this center three names are forever associated, names of gifted women whose lives and activity have left a unique stamp upon the work they have done, and have made San Francisco famous and in some respects foremost in philanthropic work. I refer to the late Mrs. Sarah B. Cooper, Mrs. Kate Douglas Wiggin, and Miss Nora Archibald Smith. The first impulse to kindergarten work in California was given by Prof. Felix Adler, of New York, who, in the summer of 1878, came to San Francisco to deliver some lectures. During his visit he succeeded in stimulating great interest in the project of establishing kindergartens for young children, and, as a result of his influence, on July 23, 1878, an association was formed and became incorporated under the name of the San Francisco Public Kindergarten Society. Funds were raised, a room on Silver street near Third was rented and equipped, and the association was ready for a teacher. Among the most ardent of its members was Miss Emma Marwedel, whose work in southern California and later in San Francisco is well known. At her suggestion the association called to the organization of its work—the establishment of the first free kindergarten west of the Rockies—Miss Kate Douglas Smith. That interest in the kindergarten under the direction of this gifted leader grew rapidly was but natural. No single individual has done more to spread kindergarten influence and to gain friends for the cause than the author of "The Story of Patsy." No kindergarten has enjoyed wider celebrity and achieved greater success among the children and in their homes than the celebrated Silver Street Kindergarten, conducted by Mrs. Wiggin and her sister, Miss Nora A. Smith. The work done at Silver street was the mainspring of all subsequent work in California; to its influence was due the establishment of numerous free kindergartens and indirectly the formation of the kindergarten association for which San Francisco is justly famous. By October, 1883, there were 23 kindergartens in San Francisco and in 1888 they numbered 40. In 1882 the New Silver Street Kindergarten Society was formed, and in the course of a year three kindergartens were opened and supported by it.

Following Mrs. Wiggin as principal of the Silver street kindergartens, and for many years associated with her in this work, came Miss Nora A. Smith. Miss Smith, like Mrs. Wiggin, is well known both as a practical kindergartner and as a writer on kindergarten and other subjects, and is at present the inspiring head of the kindergartens in connection with the Alfred Corning Clarke House in New York.

In close connection with their work as principals of the Silver street kindergartens was the California Kindergarten Training School established in 1880 by Mrs. Wiggin, who remained principal until 1890 and was at first assisted and later succeeded by her sister, Miss Nora A. Smith. This training school was organized in answer to numerous applications for kindergarten instruction which came to Mrs. Wiggin during her first year at Silver street. From this training school the graduates went to positions up and down the Pacific coast from British Columbia to Arizona and into all the States and Territories of the far West.

Side by side with the work of Mrs. Wiggin and Miss Smith, indeed stimulated into existence by it, was the work of the late Mrs. Sarah B. Cooper, organizer and president of the Golden Gate Kindergarten Association. After a visit to the Silver Street Kindergarten in 1879, Mrs. Cooper organized the second free kindergarten in San Francisco, which was supported by the efforts of her Bible class. This was soon followed by other kindergartens, and resulted in the formation of the association of which Mrs. Cooper was president. The legacies and donations coming from many sources for the support and endowment of kindergartens were very large, and no philanthropic organization has supported as many kindergartens or expended as much money. The first legacy of \$20,000 necessitated the incorporation of the association. Following this came the organization of five Leland Stanford Junior memorial kindergartens, which were endowed by Mrs. Stanford in 1891, who set aside \$100,000 for this purpose. In 1895 the association supported 44 free kindergartens. Owing to lack of funds some of these have been abandoned and there are at present 19 kindergartens, 5 supported by Mrs. Stanford and 5 by Mrs. Phebe A. Hearst.

This association, too, felt the need of establishing a training school. Indeed, this need has been felt wherever the spirit of the kindergarten has been vital, and all growing associations have in addition classes for mothers, graduate kindergartners, and childrens' nurses.

Besides the work of its associations, California is noted for the philanthropy of individuals. In addition to the work supported by Mrs. Stanford is that of Mrs. Phebe A. Hearst, who, in addition to the five kindergartens in San Francisco, has also established a kindergarten settlement and a number of free kindergartens in the remote Western States. She has also erected the finest and best-equipped building of its kind in the country for the use of the kindergarten and the kindergarten training school of the Golden Gate Association. Mrs. Hearst has established a kindergarten college at the national capital, and supports three kindergartens in Washington, one for poor white children, one for poor colored children, and one in a district where it reaches the well to do. Kindergartens and kindergarten colleges are thus in touch with the general public and the system can be observed in its varied aspects. The equipment is excellent, and the entire work is conducted by experts, making it a leading center of kindergarten influence.

THE PUBLIC KINDERGARTENS.

Miss Blow and the St. Louis kindergartens.—The first kindergarten in connection with public schools was opened in Boston in 1870 and was continued as an experiment for several years, when it was closed for lack of funds.

While Boston was the first city to establish a public kindergarten, St. Louis was foremost in organizing a system of kindergartens whose influence has extended to every section of the country.

In his report for the year 1870-71 the superintendent of schools in St. Louis recommended the opening of an experimental kindergarten on the ground that it was desirable not only as a system of training for young children under school age, but as affording "valuable hints on the method of conducting our instruction in the lowest primary grades." As a result of this recommendation, the first public kindergarten was opened in September, 1873.

At this time Miss Susan E. Blow, who had studied with Miss Boalté in New York, offered to supervise and conduct a kindergarten gratuitously, provided the school board would pay the salary of an assistant teacher and furnish the necessary room and equipment. The offer was accepted, and the kindergarten was opened in the Des Peres school. Miss Blow's assistant was an experienced primary teacher, who had, however, had no kindergarten training and who needed to be instructed in kindergarten methods. The first public kindergarten training school was accordingly established at this time. Kindergartens were opened as fast as competent kindergarteners were graduated, and it was not many years before every district in the city had its kindergarten.

Miss Blow conducted both the kindergarten in the Des Peres school and the training class for several years, and her success made it the center of educational interest in a city already noted for its admirable system of public schools.

The kindergartens in St. Louis grew and flourished; parents were quick to recognize the benefits of the training, and in every section of the city they were crowded to their utmost capacity. It was not all smooth sailing, however. The kindergarten, hardly yet understanding itself, certainly not fully realizing itself, had to contend with friendly and unfriendly criticism. It had to justify itself, its methods, its greater freedom, its play, and play spirit. It had to meet the doubt of skeptics and the criticism of successful and unsuccessful teachers. It was often held up to ridicule and was blamed for the failure of every child that had ever entered its doors. It was fighting a battle for the child with itself and with its ignorant and sometimes bitter enemies. It made, of course, numberless mistakes, did and said many foolish things, stirred up unnecessary opposition. It did all this because it was young and inexperienced, but it possessed an enthusiasm and a faith in its mission and power that did indeed, in the end, remove mountains. It lacked in its first days that self-comprehension and wisdom that came with riper years, longer experience, and profound and patient study.

It is obvious that the history of the kindergarten in the public schools repeats that of every reform movement. It was natural that it should be looked upon as an unnecessary and undesirable innovation by those who felt that the old methods were good enough and that little children should stay at home with their mothers. It was likewise natural that these new methods should receive scant welcome from those who were wedded to the use of the old. It was not less natural that young and untried kindergarteners should do harm to their own principles and methods by being quite unable to explain them with any degree of satisfaction or convincing power to those who questioned or opposed them. The kindergarten was not free from defect. It is not yet wholly perfect. It had much to contend with in virtue of the fact that the majority of its workers were very young women of no experience in teaching and ignorant of general educational principles and practice. On the other hand, their youth and partial ignorance and their absolute freedom from traditions and conventional forms and methods gave them resolute courage and a hopefulness of spirit that could not be quenched by any doubt or opposition or personal failure. Their faith in the new ideal of education made them absolutely sure that they were engaged in a cause that would convert and redeem the world. They felt a strange stirring in their hearts, glad awakening of their minds, and were conscious of a power that was transforming and transfiguring the world for them. They believed that this was possible to all

who were penetrated with the same ideals. Little wonder that they seemed foolish and almost mad to a part of the world that was looking on. I know not how to describe the influence of these early years of work and study on the young women of the kindergarten. It was like a new pentecost, the infusion of a new life, the birth of a new soul; and its contagion spread to all who would open their minds to its glowing power. Women came from all parts of the United States and Canada to study with Miss Blow, and many superintendents of schools came to observe the kindergartens of St. Louis and to get teachers from there to introduce the system in other cities. It is not claiming too much to say that the interpretation and application of Froebel's methods, as illustrated in the public kindergartens of St. Louis under Miss Blow's direction, have influenced kindergarten practice all over the country.

Through the storm and stress of these early years, when all the country was looking on and wondering whether it was safe to follow the example of St. Louis, there were two persons who piloted and inspired the work. The students and graduated kindergartners were under the direct influence and training of Miss Blow. They were at first a separate body, working indeed in the schools, but getting little help and often no encouragement from the other teachers. They were, of course, under the control and authority of the school board, but they knew little of its existence, for between them and the school board stood the superintendent. If it had not been thus, they would have foundered. No kindergartner who was connected with the St. Louis schools during his administration can ever forget his helpful and constant supervision. His suggestions gave her courage; his insight, that went at once to the crucial point and made clear the existing weakness and necessary correction, developed her intelligence and comprehension. The large-mindedness that granted her legitimate freedom to be herself and to develop herself made possible the growth of individuality and originality in her work with the children. In the midst of serious and oft-repeated mistakes, which were never overlooked, the kindergartner was sure of his faith in the principles with which she was grappling and in her ability ultimately to bring them and their results to light. No work like that in St. Louis, pioneer in the truest sense of the word, coping with tremendous obstacles, could have come to its fulfillment but for the courage, the initiative, the insight, and the persistent support of the superintendent. It was his influence and the improvement in the kindergartens that converted critics into friends and made masters and grade teachers the foremost advocates and staunchest supporters of the system.

After the kindergartens were well started in the schools for white children, the demand for the same advantages for colored children made itself felt, and in 1882 the first kindergarten for colored children was established. In this kindergarten many prominent citizens were greatly interested, and they contributed generously toward providing it with a special equipment much needed. The children belonged to the poorest class of poor and ignorant negroes. The task of training them in the simplest habits of decency was not an easy one. Their moral condition was of the lowest. They were absolutely lawless.

That this important work might be properly conducted, two experienced kindergartners offered to take charge of it. As soon as the kindergarten was well under way, Miss Blow, with the kindergartner in charge, began to train colored women for the colored schools in St. Louis, and since that was accomplished this branch of the work and these kindergartens have been in charge of colored women, under the general supervision of the supervisor of kindergartens.

St. Louis has at present 125 kindergartens, located in 78 school buildings.

The plan of organization was much like that which prevails to-day. As the kindergartners were graduated they were given charge of a kindergarten consisting of from forty to sixty children. Because of the lack of trained teachers and

the rapid increase in the number of kindergartens established, each trained kindergartner was assisted by students from the training school. Where there were enough volunteer assistants the kindergartner, or director (as she was called), spent much time in superintending the practice teaching of her assistants and became efficient as organizer and supervisor of her kindergarten. It was a part of the duty of every director to train her assistants in the details of the daily work, criticising the same at the end of the morning session and planning with the assistants the following day's exercises.

At first the kindergartens were placed in regular school rooms, which were not at all adapted to their needs, and there was much waste of energy and unnecessary labor caused by the moving of furniture as the exercises of the morning were changed. This condition still prevails in a large number of kindergartens all over the country to-day. Through the influence of the superintendent the school board was induced to erect separate buildings planned for kindergarten use, with spacious rooms, well lighted and heated, and equipped with every convenience conducive to successful work. Still later, in the schools now built, the kindergartens are placed in a wing of the main building, separated from the other rooms by corridors and coat rooms. Besides each of these large rooms there is a store-room in which supplies are kept, and a small room for the use of the kindergartners. There is generally a separate entrance for the kindergarten children, and in some cases also a special yard. No other city has considered this question so carefully or provided so liberally for the comfort of the youngest children who attend school.

The kindergarten session of three hours was carefully divided into several periods, ranging from fifteen to thirty minutes in length, according to the nature of the exercises. The morning began with the opening exercise of song and conversation, which was followed by a longer period of work. Between two working periods came a period of relaxation and play, in order to avoid undue strain of long-continued effort. This division of time has been adopted in a great many cities, and seems, on the whole, the most satisfactory yet devised.

But the kindergartners' work did not end with the session in the kindergarten. The afternoon was devoted to further study and careful preparation of the following day's work. All the kindergartners continued after graduation to attend classes conducted by Miss Blow, and, because the undergraduate courses were constantly improving, these, as well as advanced courses, were often attended by them.

They were also expected to follow carefully the work of their volunteer and trained assistants, and to go over with them the lectures or lessons given by Miss Blow, criticising and directing the technical work and explaining theoretic principles and points of methods. The result of this was growth on the part of the teaching corps and the upbuilding of an organized whole, whose members were closely united and wherein each profited by the success of all, and all were interested in the achievements of each.

Three things soon became obvious: First, that there were more children than the morning kindergartens could accommodate; second, that Miss Blow needed assistance and relief in the work of training teachers; third, that expert supervision of the kindergartens was necessary to insure the best results. Consequently afternoon kindergartens were opened, and a supervisor of kindergartens and a kindergarten training teacher were appointed. The afternoon session did not, in the opinion of the teachers in charge, prove as successful as the morning session. The children, who had spent the forenoon in undirected play, were not in condition for anything bordering on work, were not equal to much effort of any kind, and were generally more restless and difficult to control.

In 1877, after a year spent in Europe, during which she studied with Baroness

Marenholz von Buelow and visited German kindergartens, Miss Blow returned to St. Louis and resumed charge of a kindergarten and of the training school, with such assistance as had been provided. Realizing that the success of the kindergarten must depend upon the efficiency of its working force, and that one or two years of study were not sufficient to insure the highest teaching capacity, Miss Blow offered a number of graduate courses to the kindergartners. Froebel's works had not yet been translated into English, and the training in America had been purely traditional, each training teacher passing on to her pupils what she knew and these passing on again what they had received. There were comparatively few among the kindergartners who read and understood German. The consequence was that the external details of the system were often learned mechanically without reference to their significance, and their importance exaggerated to an undue degree, so that a kind of superstitious faith in the efficacy of "gifts" and "sequences" was engendered. While this led to many foolish extremes, it also pointed to something intangible, something that had not yet found clear expression, but by which the life of the kindergarten was fed and from which it gathered inspiration. The significance of much that seemed insignificant was felt but not explained, the spirit behind the letter was swaying minds that could not formulate its meaning, could not bring it clearly to light.

To avoid as far as possible mistakes of this kind, and to help the kindergartners to an understanding of the educational principles underlying Froebel's system, Miss Blow, with such assistance as she could get from those of her pupils who understood German, translated and interpreted Froebel for the benefit of the students, using the original publications as a text-book for the basis of all her work. It was the first time that American kindergartners came into direct touch with Froebel's statement of his educational ideas and methods. In this way the book that is now considered the heart and soul of kindergarten training, Froebel's *Mother-Play* and *Nursery Songs*, was first studied and expounded. From St. Louis, through the influence of Miss Blow and her pupils, the study of the *Mother-Play* was taken up in other cities and has finally been granted a leading place in the course of study in all the best training schools of the country. The first published translation, by Miss Josephine Jarvis, in 1879, made the book accessible to all American students of Froebel.

The *Mother-Play* became the inspiring source of the kindergarten games, which are mainly the work of the late Mrs. Clara Beeson Hubbard, of St. Louis, whose genius for play has not been equaled in the kindergarten world of America. Mrs. Hubbard published the first collection of songs and games for the kindergarten, using the translation of Miss Jarvis, but adapting music to the words and interpreting both words and music through dramatic play. In the development of these plays she depended largely upon the spontaneous suggestions of the children in her kindergarten, following their interpretations of the words in the form of gesture and active movements.

I can not refrain, in passing, to render such tribute to Mrs. Hubbard's work as she richly merits. All who came under her teaching felt the meaning and value of play. Teachers and children alike felt the charm and power of these simple games and lived anew in the world they represented, coming close to its heart through song. Mrs. Hubbard traveled far and wide introducing these Froebelian songs and games, and wherever she went she was recognized as one who, with the spirit of a little child, came closest to the heart and soul of childhood and childish play.

This early attempt to interpret Froebel's plays was naturally somewhat crude at first. The words of the songs, for which Mrs. Hubbard was not responsible, were severely criticized, and the music likewise. But no thorough attempt to improve the words and music of Froebel's *Mother-Play* was made until Miss Blow

undertook the task, and in 1895 her translation of the "Mottoes and Commentaries of Froebel's Mother-Play," and in 1896 "The Words and Music of Froebel's Songs and Games," were published in the International Education Series.

Since Mrs. Hubbard's early effort many books of kindergarten songs have been compiled, notably Miss Emilie Poulsson's *Finger Plays*, the books of Mrs. Rust and Miss Jenks, Mrs. Wiggin and Miss Smith, Miss Mildred and Miss Patty Hill, and Miss Eleanor Smith. But Mrs. Hubbard's were the Froebelian songs and plays, and thus were the source and inspiration of all the others.

A further great improvement in kindergarten practice was effected by Miss Blow through the organization of a plan of work or kindergarten programme. The strong and helpful influence of the organized whole was a marked feature of the St. Louis work. In this Society of Kindergartners each was ready to learn from all, and all gave to each whatever was worth having and knowing. That isolated practice and isolated individuals easily become trivial and erratic was soon recognized. To save the kindergarten from its well-meaning but imperfect interpreters, many of whom fell naturally into grievous error, and all of whom felt the need of further help and study, a programme class was organized and conducted weekly by Miss Blow. The kindergartners, discussing at these meetings the details of their work, and getting further light on the principles lying behind their practice, could go to their classes knowing what should be done and how exercises must be graded and adapted to the slowly developing powers of the child. They studied the merits of different methods; were taught how to balance free individual work and class exercises; discussed questions concerning the relative importance of the practical details; considered the time length of exercises; talked over questions bearing on control and moral training. Above all they began to appreciate the need of seeing their work with the children as a whole instead of in fragments, and learned to plan its details in accordance with the needs of the developing child, instead of living only for the day and letting the "inspiration of the moment" or the whim of the child determine the day's doings.

But the study of Froebel's philosophy and the development in efficiency which came with the power and habit of organized practice were not enough to satisfy these aspiring young teachers and their inspiring leader. Classes in science and in some of the practical arts bearing on the work of the kindergarten were also formed. And, above all, the kindergartners were offered courses in the study of great literature, history, philosophy, and psychology. These were given because it was believed that studies of this kind were most expressive of and conducive to genuine human development, and that growth in insight and spiritual power are the essentials of higher education and indispensable to the work of the teacher. Under the direction of Prof. Denton J. Snider, supplemented by work with Miss Blow, the kindergartners studied, during successive years, the Tragedies of Sophocles, the *Odyssey*, Herodotus, Thucydides, and Goethe's *Faust*; with Doctor Harris they studied Psychology and the Philosophy of History; with Miss Blow, who conducted preparatory courses in many of the subjects treated by other lecturers, the teachers followed, besides those already mentioned, a thorough course in the study of Dante.

While the primary object of all this work was the further education and culture of the kindergartners, the classes were largely attended by other women, some of them teachers in the schools, many of them mothers, all of them persons who came to get help in their daily work and life. It mattered little whether the course given was on the subject of the kindergarten or one of the more general ones alluded to, the lecture room was always crowded, and it seemed as though the schoolhouse on Fifteenth and Pine streets was indeed a Mecca, where all who went gathered strength and joy in living. Nothing diminished the attendance

or dampened the ardor of those who came. The work done there was indeed a ministry to souls. Its results can not be tabulated nor can its power be measured. It gave an uplift to hundreds of women in St. Louis, such as they had never known, its influence penetrated thousands of homes, making mothers as well as children better and happier. That it should emanate from one consecrated woman who gave herself freely to all was marvelous indeed, and the end of it was the conquest of a great city for the benefit of the children.

When Miss Blow withdrew from active work in 1884 she left a well-organized system of public kindergartens liberally equipped. She had influenced, and her pupils were shaping, the work in private and public kindergartens all over the country. She was without question the recognized leader of the kindergarten movement in America and was consulted as an authority by educators at home and abroad. She had wrought a transformation in the public schools of the city through the permeating influence of the kindergarten and had created a sentiment in favor of the children thus trained among the teachers and masters of the schools.

In 1894 Miss Blow published her first book on Froebel's system, entitled "Symbolic Education;" in 1895 followed the translation of the *Mottos and Commentaries of Froebel's Mother-Play*; in 1896, the *Songs and Music of Froebel's Mother-Play*; and in 1899, *Letters to a Mother*. In 1895 she returned to active work as a lecturer and has once more become the direct leader of the kindergarten. Traveling from city to city, she teaches not only the doctrines of Froebel, but brings to the kindergartners the essentials of modern educational thought in all its varied aspects, emphasizing its bearings upon their work and the need of viewing their specialty in relation to all education. And, as of old, she holds that self-culture is a part of the duty of every teacher, hence her lectures on those larger subjects which lead thereto.

Whatever differences of opinion may exist in regard to kindergarten principles and practice, there seems to be little difference of opinion in regard to Miss Blow. Kindergartners of every faith seek her counsel, honor her spirit, acknowledge her wisdom, look to her for inspiration and guidance, and grow strong through the insight she awakens and the effort she stimulates. She is their pride and glory, great expounder of their faith, supreme enlightener of all who seek the light.

The public kindergarten in other places.—Following St. Louis we next find the public kindergarten in Wisconsin. In 1853 the desirability of establishing a kindergarten in connection with the German-American Academy of Milwaukee had been discussed. Mrs. Carl Schurz, who had studied the system in Germany, did much to stimulate the interest of other persons, and to her influence is attributed Miss Elizabeth Peabody's first active interest in the subject. But it was not until 1873 that the kindergarten became a fact in Wisconsin, when, through the efforts of Mr. C. F. Viebahn, superintendent of schools in Manitowoc, the first public kindergarten was opened.

Among the many ardent kindergartners of Wisconsin none are better known or have labored more unselfishly for the cause than Prof. and Mrs. W. N. Hailmann. Professor Hailmann, who came to Milwaukee in 1874, had previously established a kindergarten in Louisville, Ky., and by means of his writings and addresses had aroused wide interest in the kindergarten movement. But it remained for Mr. James McAlister, superintendent of schools in Milwaukee, to give to Wisconsin the needed impulse. Having visited St. Louis and satisfied himself that the claims made for the kindergarten were justified, Mr. McAlister opened a kindergarten in connection with the Milwaukee Normal School and placed it in charge of a kindergartner whom he called from St. Louis; and having thus further tested the value of the kindergarten, Mr. McAlister recommended its adoption as a part of the school system in 1881. This recommendation was accepted in the spring of

1882 and the kindergarten was then adopted by the school board. From Milwaukee the influence spread to other cities and Wisconsin soon became one of the strongholds of the system.

In the East the kindergarten had to win its way into the public schools through the influence of the philanthropic work first established. New York City opened a kindergarten in connection with the normal college as early as 1878, but it was not until 1893 that the kindergarten became a part of the public school system. Since then the growth has been more rapid than in any other city. Miss Jennie B. Merrill, director of public kindergartens, reports 182 kindergartens in the boroughs of Manhattan and the Bronx. Miss Fanniebelle Curtis, director of public kindergartens in Brooklyn, reports 126. Miss Frances C. Hayes, director of public kindergartens in the boroughs of Queens and Richmond, reports 54. This makes a total of 362 public kindergartens in Greater New York in 1903, ten years after they were first introduced.

In Philadelphia the public kindergarten began with the adoption in 1887 by the board of education of the 30 free kindergartens under the charge of the Subprimary School Society. But as early as 1882, at the appeal of the board of education, councils granted an appropriation of \$5,000 for the following year, partially to meet the expenses of these kindergartens, and in 1886 the amount thus appropriated was \$7,500, so that at this time already more than one-half of the annual expenditures for the support of kindergartens were being met out of public moneys. Miss Anna W. Williams, under whose able supervision the kindergartens have increased, reports 197 public kindergartens in 1903.

In Boston the public kindergartens came to stay when the school board decided to adopt the 14 kindergartens supported by Mrs. Shaw. This was not done without the careful deliberation that is characteristic of nearly all public enterprises in that city. In 1887 an investigation of Mrs. Shaw's kindergartens was urged, after which their adoption by the school board was recommended. Prominent among those who worked for the incorporation of the kindergarten into the public school system were the late Mr. Samuel Eliot, ex-superintendent of schools, and the late Gen. Francis P. Walker, president of the Massachusetts Institute of Technology. The most convincing argument, however, was a report made by Supt. Edwin P. Seaver to the committee on examinations upon "the effect of kindergarten instruction as observed by the teachers of the youngest classes in the primary schools of Boston." The result was that the committee ordered "that the committee on accounts of the year 1888 be requested to include in the estimates for 1888-89 the sum of \$20,000 for the support of public kindergartens during the year." Mr. Seaver's report, made up from the replies of 75 teachers who had received pupils from the kindergartens into their classes, was unanswerable so far as such testimony was concerned, and has since borne fruit in many places. It would be well for those who look to the verdict of the school in regard to the influence of the kindergarten to acquaint themselves with this document and with Miss Susan E. Blow's monograph on the kindergarten. The growth and success of the kindergarten in Boston has been mainly due to Mr. Seaver's helpful interest and intelligent appreciation of the merits of the system. At present Boston supports 92 public kindergartens.

There are many other cities whose kindergarten history is interesting and significant. I have confined myself to those on the whole most representative and which constituted centers from which vital influence radiated, and which therefore are the pioneers in this aspect of the kindergarten movement. The facts that seem obvious to anyone familiar with the history of the public kindergarten are these: That public spirit, generally manifesting itself in the devotion of some individual woman to the needs of the education of young children, and an intelligent, open-minded superintendent of schools, are the forces to which in the main the public kindergarten owes its existence. Sometimes the beginning is the

charity kindergarten, which the public school adopts, sometimes the direct introduction of the kindergarten into the school system, as in St. Louis.

At present 45 States report kindergartens supported by public funds. In Indian Territory there is no organized kindergarten work, and Oklahoma reports that "within a year a kindergarten department will be established in connection with each of the normal schools of the Territory."

Organization.—The plan of organization of public kindergartens is much alike in most of the large cities, and is similar to that outlined in the account of the kindergartens of St. Louis. In most places the number of children in each kindergarten averages from 40 to 50. There are generally two paid teachers, a principal and an assistant. Besides these there are the students from the training schools, who are generally guests and are commonly called "observers." In some places these observers act as assistants during their second year of study, often giving their services in return for the experience gained. In addition to these there is, in many of the kindergartens of our large cities, a nursemaid, who is employed at a minimum wage to see that the children are clean and to attend to their physical wants. This is done as an economic measure. As many of the children coming from the poorer districts need a great deal of attention, to take the time of a teacher who receives quite a large salary for such work, and thus to rob the class of a goodly portion of the training of the kindergarten, seems rather wasteful.

In addition to this working corps within each kindergarten there is generally also a special supervisor of kindergartens (occasionally called "director"), who is responsible for the entire department. The duties of the supervisor of kindergartens vary according to her conception of her office. Every supervisor is expected to visit kindergartens, to help and criticise the individual kindergartners, and to report to and consult about her department with the superintendent of schools. In some cities the supervisor of kindergartens has a voice in the appointment of teachers. In most cases she also organizes and conducts graduate courses, holds regular meetings with the kindergarten body under her charge for the discussion and planning of their work, and brings before the kindergartners such matters of general educational importance as bear upon their specialty in its relation to general education. Every supervisor should likewise come in touch with the mothers of kindergarten children through mothers' meetings conducted by her, and should, in general, create by means of her varied activities a center of influence for the further development of the kindergartens and the kindergartners under her guidance.

The kindergartners are expected to visit in the homes of the children, and in doing so their work takes on a missionary character, the value of which can not be overestimated. It helps not alone the homes visited, but the kindergartner as well, broadening her sympathies and enlightening her judgment.

Likewise they are expected to hold mothers' meetings, generally once a month, the purpose and results of which are twofold. The mothers' meeting (which is increasingly a parents' meeting) makes the kindergarten both a social and an educational center. While the kindergarten relieves many mothers for several hours each day of care which, unrelieved, becomes drudgery, the mothers' meeting and the kindergartner's visits introduce new life and spirit into the mother's work. The mothers who learn to appreciate the value and significance of the child's early training and to realize the dignity and beauty of the mother's place in the home, and so in the community, go back to their burdens encouraged and refreshed. Through contact with a number of other women, likewise mothers of young children, and by means of simple and glad social intercourse life is made brighter and more gay and strength for the daily work is gathered.

At these meetings the mothers are instructed in the physical and mental care of children. They are also shown how to use in the home the appliances of the kindergarten and are made familiar with the songs and stories. In addition they

are often taught simple constructive arts—basketry, clay modeling, brush work, and the use of natural materials—and also shown how to use the materials found in every household for artistic and constructive purposes, thus developing home occupations for the children.

PRESENT PROBLEMS.

The kindergarten is confronted with a number of problems, practical and theoretical. The practical problems deal not only with methods governing kindergarten practice, but with matters that concern the rulings of school committees and the policy of "ways and means" committees.

Of this latter kind, the following questions seem to be uppermost in the kindergarten mind:

1. Shall there be one or two sessions daily?
2. Shall the same teachers conduct more than one session?
3. What is the best arrangement of kindergarten class rooms?

4. What shall govern the promotion of the children from the kindergarten to the school?

1. The sentiment and judgment of the kindergartners all over the country, as expressed at a recent meeting of the International Kindergarten Union, was not only in favor of one session daily, but strongly against two sessions. The argument is a simple one. Children under 6 years of age, the recognized limit, are unequal to more directed work and play than the regular morning session of three hours makes possible. The free individuality of the child, unhampered by imposed tasks and concerted play, requires legitimate exercise for its legitimate development, and while the means and methods of the kindergarten wisely administered become the mainstay of the child's growth, unwisely administered and unduly applied they interfere with the same. "Too much of a good thing" becomes a bad thing so far as its effects go, and the kindergarten as an organized system of training and teaching claims this for itself as for other things of its kind.

It is furthermore claimed that even where different sets of children attend the separate daily sessions the disadvantages outweigh the advantages. The arguments put forth by the advocates of this plan are, first, that two sessions make possible the accommodation of twice as many children, and, second, that to allow a schoolroom, and sometimes two schoolrooms, to remain unused for the half of every school day is a great waste of public funds. The answers to these arguments are these: Granted that more children could be accommodated, how much benefit would children of this age derive from the systematic training for which the kindergarten stands after five or seven hours of free and active play? The child's day begins early. It plays hard if it is a normal child. Has it enough of untired energy and self-control left in the afternoon for work and play that require attention, careful construction, and exact observation? Furthermore, is it wise economy to force the child and pay the teacher in order to make use of a room? Finally, would not these rooms be put to good use if they were placed after kindergarten hours at the disposal of overcrowded primary classes or if they were utilized as play centers in charge of persons properly trained for such work?

2. The second question, "Shall the kindergartner teach more than one session daily?" likewise receives a negative answer from the kindergartners. It would seem that every careful observer of kindergarten practice must recognize that three hours daily of such constant mental alertness and almost uninterrupted physical activity is quite as much as ought to be required. A repetition of the morning's work would inevitably grow mechanical, and without the morning's vigor and enthusiasm it must become dull and monotonous. But more than this, the kindergarten claims that the work with the children is only one part of its province, and that afternoons spent in visiting in the homes of the children and in

holding mothers' meetings are indispensable to the successful achievement of its purpose. Finally, too, it has always assumed that the kindergartner needs time for the daily preparation of her work and for self-culture, this alone enabling her to meet the demands of her task. She must have time and opportunity as well as strength to continue her studies and to confer with her coworkers on subjects of common interest and value.

The only arguments ever brought forward in favor of two daily sessions of teaching are that primary teachers are obliged to teach all day, therefore kindergartners should be, and the ever-present argument of economy. Neither reason seems altogether sound. We may hope that right conditions in the kindergarten will help to bring about improvement in the conditions that now prevail in most of our primary schools, and it is well to consider whether the custom of overworking teachers is wise economy.

In some cities it is customary to permit those who desire to do so to teach twice daily. In other cities compromises of various kinds are being tried without marked success. The best work seems to exist where kindergartners teach in the morning and devote the rest of the day to such other phases of their work as have been mentioned.

3. The city which on the whole has the best planned rooms is St. Louis. The present arrangement there of one large room where all the children gather for general exercises and in which several classes can be conducted at the same time, with a small room in which one class can be comfortably accommodated during work requiring perfectly quiet surroundings, obviates many difficulties. In some cities and in some districts in most cities the children, often numbering fifty and more, are crowded into one room, which serves as a general play room as well. Here all the exercises are held—work, free play, games, stories, and even recess. This means that two and occasionally three classes are conducted at the same time and that little children are obliged to work and play under great nervous strain and excitement. Ventilation becomes well-nigh impossible and failure due to the lack of proper conditions is laid at the door of the kindergartner and the kindergarten.

4. The greatest lack of intelligence seems to govern the promotion of children from the kindergarten to the school. The rule that seems the most common is to promote the children when they reach the age at which the primary school is allowed to take them. Sometimes this is 5 years, sometimes 6, varying in different cities. In some places there is regular semiannual promotion, and the children must go, although they have had but five months of interrupted kindergarten training. A very small proportion of the children ever remain in the kindergarten two years, and hence but few reap the results of adequate and thorough training. The pressure brought upon the kindergarten by the custom that looks upon it as a means of filling empty seats in schoolrooms is the greatest practical handicap with which it has to contend, and accounts sufficiently for the adverse criticism to which it is often subjected. The children who leave the kindergarten under such circumstances are not ready for the school and certainly do not represent the kindergarten.

It does not seem to be customary to take any account of the training received in the kindergarten in planning a course of study for the primary school. All the children, kindergarten and nonkindergarten, are put through the same steps, even in those branches carefully taught in the kindergarten—drawing, brush work, clay modeling, paper cutting, and other constructive work. In a few instances in some of our cities the children who have had adequate kindergarten training are placed in one class, and their progress is more rapid than that of children of the same age who have not attended the kindergarten. In this way alone does the kindergarten training seem to be recognized in the organization of

the course of study in the primary schools. When all children who go to our schools are entered in the kindergarten at the proper age, when promotions are regulated by fitness and not by age, when the course of study for the primary school takes account of the training given in the kindergarten, we may hope to learn whether the children who go from the kindergarten are properly prepared by it for the school.

KINDERGARTEN PRINCIPLES AND PRACTICES.

While kindergartners agree in regard to the questions mentioned, there are great differences of opinion among them on matters pertaining to the practice in the kindergartens and the instruction given in the training schools.

All kindergartners are agreed that the study of psychology is of vast importance to them in their own training and equipment and also in its bearings on the interpretations of the nature and manifestations of the child. They believe that it is a guide and help in daily practice. But the advocates of the study of psychology are divided in their views on the subject of the methods of psychology and the conclusions drawn from psychology in regard to the nature of the mind.

A large number of earnest kindergartners are following, in the main, the leadings of the child-study movement and accepting the most radical methods and conclusions of physiological psychology. Their fundamental doctrine seems to be that the individual is the product of his heredity and environment and that all mental activity consists of reactions to external stimuli.

Other equally earnest kindergartners hold that while physiological psychology has taught us much in drawing attention to the importance and significance of reactions, and in pointing out the necessity of studying what may be called the nervous background of mental life; and while it is indispensable to every student of psychology to observe carefully the outward expressions of mental life; yet, they contend, no psychology is complete that ignores the importance of the method of introspection, whereby alone the manifestations of all mental life can be interpreted and so made available in the interest of education. They hold as the fundamental article of their psychologic creed their belief in the transcendent nature of mind, and assert that "mind is not merely a product, but a self-producing energy." They maintain that this alone makes possible the reality of man's spiritual freedom and personal responsibility. They go further and assert that any psychologic method whose logical conclusions reduce mental life to a mere product of external influences robs the kindergarten of its specific merit, which consists in its "conscious nurture of the free self-activity of childhood," and makes vain its method whereby the true individuality and self-directing activity of the child are fostered and developed.

These two conceptions of the nature of mind growing out of and likewise determining the psychologic standpoint give rise to marked differences in practice and in the interpretation of and value placed upon the means and methods of Froebel. Many kindergartners, believing in the supreme influence of heredity and environment, also believe that as the American child is different from the Italian child and both are different from the German, Russian, and Polish children, each needs different experiences and treatment. This holds equally with the child of the slums and the child of the wealthy, and these differences must determine both the subject-matter and the method of teaching in the kindergarten. They believe that as the songs and games, talks and stories, objects observed and constructed should center about facts within the child's experience and environment, these must of necessity be different for different classes of children, and the logical conclusion would seem to be that they must of equal necessity vary somewhat for each child. The question that at once presents itself deals with the purpose of education—whether this is confined to a knowledge of the immediate environment

and limited to personal heredity, or whether education and experience must help the individual to modify his environment and conquer his heredity. Is education to fix classes or to overcome class distinctions? Shall the child see only what lies about it everywhere, or shall the kindergarten by creating new interests make the child nonobservant of much that exists in its surroundings? Can even the child begin to modify and create its environment, and, if necessary, to struggle with its heredity?

On the other hand, there are kindergartners who believe with Froebel that the universal nature of childhood, of humanity, is the essential nature of each child, and that the common experiences of childhood can and must be the experiences of every child; furthermore, that it is the province of the kindergarten to provide these in such forms as can be made accessible to all children. They believe that these common or universal experiences are the important ones just because all children of all nations and classes can participate in them, and because they foster and express that universal nature and its needs which education must develop; and further, that the point of contact between the universal life and the individual life can be established, and that this again constitutes one of the essential duties and characterizes the specific method of the kindergarten.

The importance of heredity and the power of environment can hardly be overestimated. Each child should be studied in the light of both and can be thoroughly understood only as both are fully known and appreciated. But that is only the beginning of things. In the possibilities and achievements of the race the individual learns to know, and through them he is inspired to make the effort to realize his ideal. In the larger life of humanity the individual finds the life that is the essence and the reality of his own life. By it he measures and so knows himself. Education must put him in the way of making that life really his and help him to a possession of the race's achievements. To study heredity and environment as barriers that limit education, as bars to experience and knowledge, is to rob life of the hope of which education is both the promise and the realization, namely, that the human soul is more than its human heredity and greater than its accidental environment. Remembering this, the kindergarten incites the child to look beyond the things that are immediately around it and to create in its childish way the things that may be. It places upon the child the obligation to begin to determine and modify its actual environment by living in a world of thought and things conducive to the development of the ideal and by doing the deeds this ideal prescribes. Therefore it endeavors to divert the interest of the child from the degradation of the slums and the equally degrading self-indulgence made possible by wealth and to direct it toward the universal life of nature and the corporate life of humanity. To the kindergartners who take this view of the kind of experiences that should constitute the actual life of the child, Froebel's means and methods find their justification in that "he calls each fact to its universal consecration" and each individual to the realization of his universal self.

These differences in standpoint are the source of important differences in practice between those kindergartners who continue the use of Froebel's materials and develop his suggestions, and those who are inclined to discard his gifts and occupations and give to the Mother-Play a subordinate place in both the kindergarten and the training schools.

Experiments are being made with what is called "constructive work." Children are taught to work in wood, basketry, and the like; and in some places real sewing and other domestic arts are begun. These occupations are not exactly new. They existed long before Froebel and will doubtless continue to exist. Neither was Froebel ignorant of their existence. They have their place and value in the education of the child like many other things that come in due time and season. The questions they suggest are: Is it possible that the kindergarten

by this "constructive work" is forcing upon the child kinds of employment that belong to a later stage of development and forms of constructive activity for which Froebel consciously prepared the way? And again, is not the kindergarten, by this substitution of a mass of rather indiscriminate objects and toys, reverting to the use of complex and unorganized materials to be found in every home, and which Froebel, by means of his gifts, endeavors to help the child to organize? Furthermore, shall the kindergarten only repeat what the child does and uses in free play and activity, or shall it recognize the validity of these only where they rightly belong?

Many of the critics of the kindergarten gifts seem to labor under the impression that they were designed to take the place of nursery toys and to constitute the exclusive playthings and occupations of young children. Neither impression is correct. They are likewise under the impression that the gifts interfere with the spontaneity of the child. If by spontaneity is meant what resolves itself into license, they unquestionably do. If it interferes with the child's spontaneity to insist that it shall put objects to the uses for which they are meant and that it shall respect the integrity of things; if it is harmful to train the child to an orderly use of materials, to accustom it to construct things for and with a purpose in view; if it is detrimental to the child's development that it shall experience facts of general importance and govern its action by principles that prevail everywhere; if it is intellectually deadening to see and use parts of objects in relation to the whole in which they belong, to observe and produce series of facts and forms, to make things that are useful and also those that are merely pleasing and artistic; if all this means interference with the child's spontaneity, especially when one remembers that the gifts are used daily for half an hour and that a part of this time is given to absolutely free use of them—then this objection is valid. So far as the constructive use of the gifts affects the spontaneity and originality of the child, those familiar with their varied adaptability to the representation of objects of all kinds realize that the variety and number of things the child can make with them is as great, probably greater, than those made with ordinary building blocks, and that the gradual increase, both in the amount and complexity of the materials they offer, satisfies the increasing power and need of the child. It is important to remember that they are not the only objects the child is to use, that they do not take the place of toys, and that they leave about nine hours of each day free for other things and employments. The habits cultivated by their proper use, the facts observed in and through them, the opportunities they offer for purposeful construction and for original and varied self-expression—these give the gifts their educational and permanent value.

The kindergarten gifts have also been objected to because of what is called their "symbolism." It is not possible to make clear in a short space both the nature of the objection and its source. One must content oneself with the statement that this aspect of the gifts has been greatly exaggerated, and that it is neither the most important nor the predominant aspect; also, that Froebel does not intend that the child shall consciously grasp their symbolic significance, for where then would the symbol be? They are, indeed, constructed on principles that govern many, and, in some form, all the objects in the world of matter; but the child is not expected to abstract these principles or to consciously recognize that they are, in the gifts, analogous to those governing the facts in nature. Because they control the structure and use of the gifts, they guide and control the action of the child in its use of the same, and thus put it into accord with the principles that govern the proper use and understanding of those things in the world at large which later on constitute the objects of thoughtful observation and study.

A subject that has been much discussed within the kindergarten and has occasioned much questioning and criticism outside is the character of its intellectual and moral discipline and the effect of these on the child. Some of the critics of

the kindergarten seem to think that the result of kindergarten methods is a kind of moral degeneration, and that kindergarten children are noted for "the weakness of their intellectual processes." The conclusion drawn is that the end of kindergarten education is amusement and its method is allurement.

The kindergarten has likewise been held to account for all sorts of misapplications of its methods in the school and outside of it by persons who have neither studied nor comprehended its principles and methods, and who have therefore misunderstood and caricatured both the nature and significance of some of its aspects. For all such misapplications and misconceptions the kindergarten disclaims any degree of responsibility, and in any statements of its shortcomings it expects that just and dispassionate criticism which places responsibility where it belongs.

It is quite true, nevertheless, that kindergarten practice is in many cases very faulty, and that the principle of "follow the child" has been so distorted as to produce a travesty of the real thing. The theory of the right of the individual to his freedom and unhindered development, prevailing so largely in the modern home and affecting so seriously all social conditions and relations, has not left educational practice untouched, but has run riot here as well, and instead of legitimate self-control and responsibility something akin to anarchy has invaded the educational realm and has entered even into this so-called "paradise of childhood." There are, unfortunately, kindergartners who seem to believe that the child should do only what it wishes to do, and that the only constraint permitted must proceed from the subtle charm of the action proposed. Their practice would seem to imply that all the exercises of the kindergarten must be determined by the accidental whim of the child, coupled with the momentary inspiration of the teacher, and they forget that there may be fifty conflicting whims and no inspiration. For all this the early and widespread misconception of what Froebel meant by "the divine nature of the child" is responsible. The false notion that Froebel taught that in every child the divine finds its realization led to many serious mistakes and much confusion, and gave rise to the statement in various forms that all that early education requires is that the child be given untrammelled opportunity for the sweet unfolding of inherent perfect tendencies. Those favorite lines from Wordsworth's great ode, "Trailing clouds of glory do we come from God, who is our home," were quoted to prove the fact of the child's perfection. This idea, coupled with emphasis upon the determining influence of heredity and insistence upon the value of crude spontaneity in teacher and child, resulted in that following "the line of least resistance," which merits all the condemnation it receives.

Opposed to this view and practice are the utterances of Froebel, who insists that the individual child is far removed from its ideal; that the ideal of each individual is revealed in corporate humanity, and that the goal of education, which is the realization of this ideal, must determine its method. Furthermore, that rational freedom is not a present possession of the young child, but a far-off possibility, and that it does not consist in a crude spontaneity, which says "do as you please," but in a real spontaneity which pleases to do as one ought. In practice, therefore, the Froebelian kindergartner holds the child to definite ideals and modes of conduct, which, she claims, it must learn to accept, and conformity to which the kindergarten must begin to exact. She believes that it is better to do the right gladly than to do it grudgingly. She endeavors and hopes to bring the child to find joy in doing the things it ought, but affirms that even a little child "must learn to want to do the things it does not want to do," because the development of a righteous will is the end and aim of all education.

It is, therefore, a mistake to suppose that the moral imperative has no place in the kindergarten. Where the subtly dangerous doctrine of the allurement of the ideal has been misapplied it has doubtless worked great harm. But real allure-

ment implies that heart and will are wedded to the good, and this in turn testifies to a struggle out of contradictions and a conquest of antagonisms. What Froebel endeavors to do is, first, to define to us the legitimate ideals of childhood, and next to so present these ideals to the child that they will stir their latent image in its soul into active response. He hopes thus to lessen the contradictions which so easily grow into habits of opposition, and to reduce the inevitable struggle, which, however, is often made unnecessarily long and weary by injudicious excitement of antagonism. He does not teach that effort will be unnecessary or banished, or that self-control will be discarded. He warns all against confusion of the ideal with the actual child, and against distortions of the ideal, or compromises in its presentation to the child. He reiterates that the child must learn to discriminate good from evil, right from wrong, and must through "the return of his deed"—demonstrated in the judgment and attitude of parents and teachers and by a prompt revelation of the nature of its conduct through its effects and consequences—gradually define the laws of life and character and bring its own life into accord with them.

Closely allied to the subject of the training of the will is that other, pertaining to the methods governing the intellectual development of the child. Attention, interest, diversion, their place and value, are questions which the kindergartner has to answer. There are kindergartners who seem to think that play, defined as "effortless occupation," is the exclusive form of childish activity, and that its sole function and purpose is entertainment. Believing this, the object of all their doing is to provide pleasure for the child, and because the child is young they imagine that the only way to give it pleasure is to make all things easy. As easy doing is but one step removed from not doing, they readily fall into the pernicious practice of making diversion their aim and method. All sorts of devices are introduced to make exercises attractive, and the kindergartner learns through doing while the children look on.

Mere passive diversion as an end in education is nowhere upheld by Froebel; and "joy in doing," which is the essence of play, is very different from making pleasure the end of life. I believe that this dangerous theory and this practice grow out of a failure to understand the nature and significance of play and a confusion of the character of diversion and interest. Diversion is, primarily, the result of another's effort or activity. Its incitement comes from without, and it is accompanied by a quiescent attitude of mind which renders it responsive to external suggestion. In being diverted the mind lets go its grip on ideas with which it would otherwise occupy itself and is played upon or led along by outside influences which, in the main, act agreeably on it. The mind dependent upon diversion craves constant change and variety, and is increasingly restless and decreasingly vigorous and active.

Real interest involves mental activity. Its condition is glad participation of the mind in the thought or subject presented. The primary source of the resultant pleasure is the degree of self-activity enlisted. It is this kind of interest that turns work into play and makes children willing to work at their play, because it transforms the burden of a self or externally imposed task into the delight of self-directed energy. With it come increasing joy in effort and in the exercise of mental and physical power, and therefore also that hope and courage conducive to the conquest of difficulties. The kindergarten maintains that to stimulate the child's interest by arousing activity does not enfeeble its intellect. But neither diversion nor interest are in themselves ends in education. Indeed, the former is legitimate only when mental relaxation is necessary or where the individual needs it as a means of regaining self-control and poise.

The criticism that kindergarten children are deficient in the power of conscious attention might be made more general. It is true of all young children. If we

are right in believing that conscious attention is an intellectual process of a high order and involves considerable will power, it follows, of course, that young children between 4 and 6 years of age will possess this power to a very slight degree and that they will need to be carefully guided in its exercise and growth. Granting that little children are not specially capable of exercising inhibition and self-restraint, it would seem to follow that only short periods of conscious attention to appointed tasks can be safely exacted of them. And the wise teacher is careful to avoid in her pupils an attitude that simulates attention because of the fear of the consequences of inattention, and which begets the habit of vacuity of thought and inertia of the will.

In every properly conducted kindergarten the daily exercises call for and form habits of exact observation, correct statement, careful construction, prompt obedience, orderly behavior, self-subordination, cooperation, and inventiveness or originality. Hence, while its prevailing method is the positive method, which endeavors to establish right doing and thinking, it recognizes the necessity of curbing the wayward will and fitting thought by means of conscious attention and self-control. In the training of the will and of the intellect the kindergarten stands, not for the easy thing nor for the pleasant thing, but for difficulties proportionate to the child's power and for effort that shall bring forth strength, courage, real self-activity, and therefore joy.

And yet comes the ever-recurrent question, *Is it not merely play?* Certainly not the current idea of play, and equally certainly a gradual lessening of play as the child's powers increase.

Now, any careful observer of childish play will see that it is far from being effortless, and that instead of being merely a diversion from the serious business of life, to the child it is the business of life. Play is to the child what work should be to the man. The child does not enter into play because it is easy; it works very hard at its play. It endures many things, expends energy and effort that are often exhausting, manifests a will to achieve, an earnestness of purpose, and absorbed interest that are closely akin to conditions productive of great results where they prevail in adult life. In play, furthermore, the child unconsciously acquires many valuable "points of view" and learns facts and truths that are of vast importance. If we understand the place of the kindergarten in the general educational system, we shall recognize that Froebel saw in it a transition from the home to the school, and claimed for its methods a transitional character from play to work. To fit the child for work was his aim, to lead to work the purpose and character of his method. Where the kindergarten fails to do this it fails to realize itself and falls short of its high purpose.

THE KINDERGARTEN TRAINING SCHOOL.

The introduction of the kindergarten necessitated the special school for the training of kindergartners. The first private training school was opened in Boston by Madame Kriege in 1870. During this same year Miss Elizabeth Peabody was invited by Doctor Hunter, president of the Normal College of New York City, to explain the kindergarten system to the senior class of the college, and shortly after Doctor Douai was engaged to conduct model exercises, illustrating the use of the kindergarten material in the "model school." The first thoroughly organized kindergarten training school was that established by Miss Blow, in St. Louis, in 1873. Wisconsin was the first State to establish a kindergarten in connection with a State normal school (in 1880), and Minnesota established in 1880 the first kindergarten and kindergarten training department in the State normal school at Winona. At present 24 States report 54 public training classes in connection with State and city normal schools. The private training classes reporting number 137, of which all but about 20 are purely individual ventures, supported by tuition fees.

Entrance requirements at nearly all private training schools are an academic preparation equivalent to that obtained in a good high school, or, preferably, a diploma showing that candidates for admission have successfully completed a high school course.

Public normal schools require either a diploma from a local high school having a four years' course or an entrance examination.

At the Teachers' College of Columbia University, New York, candidates for admission must (a) be graduates of an approved normal school or kindergarten training school, or (b) give evidence of having completed the sophomore year in the collegiate course of Teachers' College or an equivalent course in an institution of equal academic rank.

The College of Education of the University of Chicago requires that candidates for admission shall have had two years' scholastic work over and above a high school course of at least four years. This two years' work may be done either in colleges or training schools for teachers.

When the Teachers' College in 1896 became a department of Columbia University the head of the kindergarten department became a member of the college faculty. The work in this, as in the other departments, was now placed on a college basis requiring the four years' course after the high school. In recognition of this the degree of B. S. has since 1900 been given to those who complete the requirements for it. And in the kindergarten department, as in all others, a bachelor's diploma is given at the conclusion of the regular course, while a master's diploma is open to those who complete sufficient work in graduate study after this.

At the University of Chicago similar conditions prevail. Students taking the course for kindergartners and fulfilling the requirements receive the degree of Ed. B., and also a bachelor's diploma in education.

Course of study.—When the kindergarten training school was first established the course of study was exceedingly meager and limited. Practically it comprised the study of Froebel's Gifts and Occupations and practice in kindergarten songs and games, and the entire course extended over but one year. At present all training schools in good standing prescribe a two years' course. Some do not confer the full diploma until the end of three years of study, one of which is also spent in teaching, and, as stated above, Columbia and the University of Chicago require a four years' course.

The curriculum, so far as it deals with kindergarten specialties, is much the same everywhere. It varies not so much in subjects studied as in their presentation and the amount of time given to each. On the other hand, there are great differences in the courses of study where these deal with general subjects bearing upon the general education of the students and upon educational courses as such.

The following subjects constitute the main part of the course of study prescribed in all independent private training schools, whether conducted by individuals or kindergarten associations. They also constitute a part of the course of study in public normal schools and large private institutions, such as the Teachers' College and the College of Education.

Kindergarten specialties.—Froebel's Mother-Play, theory and practice of Froebel's gifts, theory and practice of Froebel's occupations, kindergarten songs and games, the Education of Man, stories and story telling, programme making, observation in kindergartens, practice teaching in kindergartens.

General subjects.—Psychology, history of education, nature study, music, drawing, brush work, gymnastics.

Some private training schools offer also courses in one or more of the following subjects: Art, literature, philosophy of education, educational methods (especially in primary school work), and hygiene.

The marked differences in the course of study as prescribed in private and public training schools will be found in the general subjects prescribed. In the private training school the kindergartner is preeminently—indeed, almost exclusively—a kindergartner, and her province is the kindergarten. In the public normal school, or the kindergarten department of a training school for teachers, the kindergartner is first a teacher and then a kindergarten specialist, and the kindergarten is considered in its relation to the entire system of education, as well as in its special province.

For purposes of comparison, three representative courses of study are given—first, that of a private training school; second, that of a public normal school, and, third, that of a kindergarten department in a large public institution.

I.—Course of study of an independent private training school.

JUNIOR YEAR.

Observation in kindergartens, 1 morning weekly, 25 weeks.
 Mother-Play, 1 hour weekly, 29 weeks.
 Gifts, 2 hours weekly, 25 weeks.
 Occupations, 2 hours weekly, 25 weeks.
 Singing, 1 hour weekly, 25 weeks.
 Drawing, 1 hour weekly, 25 weeks.
 Games, 1 hour weekly, 13 weeks.
 Physical culture, 1 hour weekly, 12 weeks.
 Stories, 1 hour weekly, 10 weeks.
 Natural science, 1 hour weekly, 5 weeks.
 Hygiene, 1 hour weekly, 5 weeks.

SENIOR YEAR.

Mother-Play, 1 hour weekly, 11 weeks.
 Gifts, 1 hour weekly, 11 weeks.
 Games, 1 hour weekly, 12 weeks.
 Psychology, 1 hour weekly, 10 weeks.
 Sociology, 1 hour weekly, 8 weeks.
 Natural science, 1 hour weekly, 5 weeks.
 Hygiene, 1 hour weekly, 5 weeks.
 Programme, 1 hour weekly, 25 weeks.
 Practice teaching, 3 hours daily throughout the year
 Ten lectures on subjects pertaining to education.

II.—Course of study of the kindergarten department of a public normal school.

JUNIOR YEAR.

All the students in the school take the same course during this year, whether or not they are preparing to be kindergartners.

Psychology, 5 hours weekly first half year; 4 hours weekly second half year
 English, 4 hours weekly entire year.
 Drawing, form, and color, 2 hours weekly entire year.
 Vocal music, 1 hour weekly entire year.
 Gymnastics, theory, 1 hour weekly entire year.
 Gymnastics, practice, 12 minutes daily entire year.
 Geography, 3 hours weekly first half year.
 Arithmetic, 3 hours weekly second half year.
 Elementary science, 4 hours weekly second half year.
 Physiology and hygiene, 4 hours weekly first half year.
 Theory of kindergarten, 1 hour weekly second half year.
 Ten talks on picture study.
 Ten talks on general deportment.
 Lectures by prominent workers on other lines.
 Observation and practice in primary schools, 2 weeks.
 Observation and practice in grammar schools, 2 weeks.
 Observation in kindergartens, 2 days.

SENIOR YEAR.

Special course in kindergarten.

Science and history of education, 3 hours weekly.
 Vocal music, 1 hour weekly.
 Drawing, 1 hour weekly, 15 weeks.
 School laws, 15 lectures.
 Oral reading, 1 hour weekly, 10 weeks.
 Mother-Play, 2 hours weekly entire year.
 Gifts, 2 hours weekly entire year.
 Programme, 2 hours weekly entire year.
 Occupations, 1½ hours weekly entire year.
 Symbolic education, 1 hour weekly entire year.
 Games, 1 hour weekly entire year.
 Stories, 1 hour weekly, 20 weeks.
 Observation and practice in primary schools, 4 weeks.
 Observation and practice in kindergartens, 24 weeks.
 In all subjects taught in the primary and grammar schools emphasis is placed upon methods of teaching.

III.—Course of study of the kindergarten department of a private institution.

JUNIOR YEAR.

Gifts and occupations (with observation assigned by teacher), 3 hours weekly.
 Mother-play, theory (2 hours), songs and games (1 hour), 3 hours weekly.
 Stories, including mythology, research and analysis, practical work, 2 hours weekly.
 Psychology, elements (first half year), educational (second half year), 3 hours weekly.
 Child study, 2 hours weekly.
 Two to 4 hours weekly in electives, either in art, music, gymnastics, science, or literature.

SENIOR YEAR.

Theory and practice of kindergarten, gifts, principles, programme, 3 hours weekly.
 History and principles of education, 3 hours weekly.
 Modern educational theory (Froebel as basis), 2 hours weekly.
 Observation through the year, and practice one-half year or according to previous experience of the student, with criticism.
 Electives, 4 or 5 hours weekly, subjects same as the junior year with the addition of "primary and kindergarten methods" or "supervision," if the student has had experience.

In some of the branches taught in the public normal schools part of the work is academic in character, although the greater part deals with methods of teaching. It is becoming increasingly customary to acquaint all the students with kindergarten principles and methods, and to prepare all kindergartners for primary-grade teaching. This custom helps all teachers to appreciate each others' work and increases very perceptibly the primary teacher's knowledge of and interest in the kindergarten and also the kindergartner's interest in and sense of relation to the primary school. It has made marked difference in the readiness with which children going from the kindergarten adapt themselves to the conditions of the primary school, and has likewise helped the primary teacher in adapting her conditions to the legitimate needs of young children.

It is obviously a great advantage to any training school to stand in close relation to a system of kindergartens, in which students can observe and practice the art of teaching. With the many advantages which the independent private training school has for specialization and the excellent work which many of these schools are doing, they still must of necessity suffer somewhat from their isolation and from the isolation of the kindergarten training as given and seen without due emphasis upon its relation to other teaching and other grades in the school system. They unquestionably fill a very important place, and it would seem to be that their specific mission is to preserve the integrity of the kindergarten as a specialty. But even this can be done only where a corps of specialists versed in general edu-

cational principles, aims, and methods supplements the work of kindergarten specialists and makes of the kindergarten training school a well-rounded whole.

Healthy contact with a large number of teachers who value their work as the kindergarten training teacher values hers is a wholesome influence which every large institution for the training of teachers exercises. And constant criticism and questioning but help to make the kindergarten training teacher understand her specialty better, and to justify its methods to herself as well as to her critics. In this way does she avoid the danger of being swamped by the pressure that always exists where many individuals work together, and finds therein her opportunity for overcoming obstacles and exerting an active influence upon the large organization of which she is a part.

THE OUTLOOK.

It is a little over thirty years since the first kindergarten was established in America and just thirty years since the opening of the first permanent public kindergarten. A comparison of statistics will help us to realize the recent growth of the kindergarten and especially of the public kindergarten, which has been greater than the growth of the private kindergarten. In 1898 the number of kindergartens reporting to the Bureau of Education was 2,884, and the number of pupils was 143,720. Of these 1,365 were public, with 95,867 pupils; 1,519 were private kindergartens, with 47,853 pupils. The number of cities reporting public kindergartens was 189. In 1902 there were 3,244 kindergartens, with 205,432 pupils. The number of cities of over 4,000 inhabitants supporting public kindergartens had increased to 289, the number of public kindergartens to 2,202, and the number of pupils in these kindergartens to 151,552.

Year.	Total kindergartens.		Public kindergartens.			Private kindergartens.	
	Number.	Pupils.	Number.	Pupils.	Cities.	Number.	Pupils.
1898.....	2,884	143,720	1,365	95,867	189	1,519	47,853
1902.....	3,244	205,432	2,202	151,552	289	1,042	53,880

There are 1,032 private kindergartens known to be in existence that have failed to report any information. Their estimated strength, assuming the average number of pupils, is 52,052 pupils.

Since June, 1902, the increase in the number of public kindergartens in New York City has been from 152 in 1902 to 362 in 1903.

In Chicago the number has increased from 89 in 1902 to 113 in 1903.

In Philadelphia the number has increased from 143 in 1902 to 197 in 1903.

This makes a total increase in one year in these three largest cities of 288 public kindergartens. With an average of 50 children to a kindergarten in Chicago and Philadelphia and 40 in New York, the increase in the number of pupils in these cities would be 12,300.

It would seem safe to assume that there are at present 300,000 children attending kindergartens in this country, and that from the standpoint of numerical increase the outlook may be called satisfactory. It does not seem likely that the kindergarten will not continue to exist, or that its place in our system of public education is insecure.

The question whether the kindergarten is growing in favor among persons engaged in the work of education is not so easily settled. The criticisms already referred to indicate that there are a great many persons who do not, at least wholly, approve of the kindergarten. The optimistic kindergartner sees in these objections reasons for hope and takes courage from them. It must be granted that

many objectors fail to discriminate between the faulty practice of individual kindergartners and the system they misrepresent. But the more and the louder the complaint against faulty kindergarten practice the better for the kindergarten, and the heartiest welcome to such criticism should be that given it by the best kindergartners everywhere. The kindergarten in America is still young and growing, and has attained only one-tenth of the age Froebel set for its realization of his idea.

On the other hand the kindergarten has the right to expect of all its critics who speak with the assumption of authority that they know whereof they speak, and that their study of the practice and the principles which they condemn is sufficiently broad and comprehensive to clothe them with the authority they assume. The kindergarten is struggling for the realization of a large and high ideal. How far short of realization it still falls, all earnest kindergartners deeply feel. Their own dissatisfaction is the pledge of improvement. They are everywhere studying to increase their power and to grow more enlightened, and they are increasingly in touch with modern conceptions of educational aims and methods, and with present practice in teaching as it prevails in the elementary school.

Primary teachers are increasingly in favor of the kindergarten, and appreciative of its results. They recognize more and more the value of its preparation for the work they have to do. A monograph written by Miss S. E. Blow for the Paris Exposition of 1900 gives valuable information on this subject. Likewise the testimony of Supt. H. D. Hervey, recently of Pawtucket, R. I., now of Malden, Mass., who states that in a recent inquiry made for the purpose of ascertaining whether kindergarten children made better progress in the first grade than did children of similar age who had not received kindergarten training, he discovered that "60 per cent of the children entering school under 5 years and 3 months without kindergarten training failed of promotion at the end of the year, while only 35 per cent of the children entering at the same age with kindergarten training failed of promotion. Thirty-nine per cent of the children entering between the ages of 5 years and 3 months and 6 years without kindergarten training failed, while only 16 per cent of the children entering at the same age with kindergarten training failed of promotion. Twenty-one per cent of children 6 years and over without kindergarten training failed of promotion, while only 10 per cent of children of corresponding age with kindergarten training failed." Superintendent Hervey concludes that these figures prove two things: "First, that kindergarten training does prepare for the work of the first grade; and, second, that the average child under 6 years is not yet ready to enter upon the work of the primary school and to pursue the work to advantage." If kindergarten training can reduce the percentage of failure in the first-grade primary from 60 per cent at 5 years and 3 months to 10 per cent at 6 years and over, who will contend that it is a failure?

There are other aspects to this question of the outlook. Is the influence of the kindergarten extending beyond its specific realm? Has it effected improvements in other grades of the school system? Has it stimulated new forms of social activity and development? The greatest authorities on education and educational progress in the land pay tribute to the kindergarten from the standpoint of its contributions to higher grades of public instruction.

It was a proud day for the kindergartner, one that will always make her work glad, when the great president of our oldest university told what he believed Froebel and the kindergarten helped to achieve in modern education. A system whose methods and principles have won the recognition of President Eliot must, in proportion as those who represent it work faithfully and well, ultimately command and permanently secure the respect and favor of the educational world.

If reports from social workers speak true, the kindergarten has exercised influence in the playground, the social settlement, the vacation school. It has also

found a beneficent sphere of activity in schools for the blind, the deaf, the crippled, and the defective, as well as in many hospitals and homes where convalescent children are helped by it through many a weary hour of pain and suffering.

The kindergarten has a twofold purpose. It is designed to minister to the education of young children and young women. In this latter aspect, except in preparing young women to be kindergartners, it has not yet achieved that widespread influence which is called "success." It is well known that Froebel believed that the sanctity of the family is the safeguard of our social order, and that the making of the home is the preeminent privilege of woman. To him the highest education of women was that which prepares them for the supreme duties of intelligent and consecrated motherhood, and to be the helpmates and, in the highest sense, the companions of men was more—necessitated more—than to be the rivals of men. In his view no education of woman was complete that ignored these her highest powers, her loftiest ideals, her unique province, in which she could most fully realize herself, and so contribute to man's world what men can not contribute and what must be lost in the world's economy except as she with her special gift and unique genius provides it.

As a factor in the higher education of women the kindergarten has had singularly little influence. It can not be said that it is looked upon with favor by the women's colleges, either as a necessary part of the training of teachers or as an element in the general education of women. The explanation may lie in the avowed purpose for which women's colleges exist. Whatever the reason for it may be, the kindergarten is not expanding its limits so as to include the college in its present accepted form, nor is the college expanding to the extent of including the kindergarten either as a special department or school, or as a part of its regular course. There are a few colleges in which it has partial representation. Radcliffe College offers a half course (voluntary) on the principles and methods of the kindergarten, and at the University of New York Miss Caroline I. Haven, principal of the Kindergarten Department of the Ethical Culture School, has been appointed to a lectureship in the School of Pedagogy. This is only a very small beginning of the realization of Froebel's hope and purpose, that all women as well as all children should come under the influence of his educational ideal.

Nevertheless the signs of our time seem to point in the direction of that ideal;

For the world was built in order,
And the atoms march in tune,

and deep-rooted in her nature is what we call the "maternal element" in woman. In it all her activities find their explanation, and in its exercise lies her completest satisfaction. Her special function, her deepest need, still seems to be to comfort the sorrowing, to heal the sick, to lift the lowly, to support the weak, to enlighten the ignorant; to love, to encourage, to cooperate with and so to strengthen the strong. To this, that divine charity which the poets celebrate in their worship of the "Ewig-weibliche," the kindergarten's "ideal of nurture" appeals, promising woman large opportunity for the exercise of originality and power in the fields that are ever hers. It believes that the ideal woman of the future will be the ideal woman of the past come into her own, conscious of her deepest, truest self, and equipped with all the instrumentalities necessary to its realization, and that in the making of this woman, forever new and yet forever old, the kindergarten will have its part.

With a passion for the highest development of each individual, with faith in the infinite value of the human soul in all its stages and phases, with endless patience born of a lofty purpose, and unceasing effort springing from boundless hope, the kindergarten works and waits, sure that in due time it, too, will come into its own.

THE KINDERGARTEN PROGRAMME.

The daily programme in many kindergartens consists of the following order of exercises, varying in length according to local needs and conditions.

9 to 9.20.—Opening exercises: Morning prayer and hymn, morning greeting, songs (generally with gestures), conversation.

9.20 to 9.30.—Marching and other physical exercises, e. g., running, skipping, rhythmical movements.

9.30 to 10.—Gift or occupation.

10 to 10.30.—Circle games.

10.30 to 10.45.—Free play.

10.45 to 11.—Lunch.

11 to 11.15.—Talk or story.

11.15 to 11.45.—Gift or occupation.

The songs of the kindergarten are usually either those suggested in Froebel's *Mother-Play* or such as deal with similar subjects covering the actual experiences of childhood. Like the games, they center upon familiar facts of nature and of human life. The marked differences between the songs and games consist in the degree and kinds of movement, the latter being very active and designed to provide physical exercise and training. In the songs all the children are expected to take part, while in the games the singing falls upon those only who are not physically active.

The morning conversation usually turns upon subjects naturally suggested by what the children have observed on their way to kindergarten, by the songs chosen, or by some special experience or aspect of the day.

The gift exercises given daily comprise during the first year the use of the first, second, third, and sometimes the fourth gift, square and circular tablets, large splints used in place of sticks, and rings. During the second year, or in the more advanced class, these same gifts are used for more advanced and complex exercises; in addition, triangular tablets, sticks, half rings, the fifth gift and sometimes the sixth gift are also introduced.

The occupations introduced the first year are: Sand, clay, brush work, preliminary sewing with heavy cord on cards punched with large holes, or winding worsted on cardboard; preliminary weaving with strips of cloth through frames of various kinds or slats woven through heavy cardboard and enamel cloth or linen mats, nature work, sorting exercises, springing exercises, pasting, cutting, and some simple folding. During the second year the same occupations are continued in more advanced forms; preliminary weaving and sewing are followed by the regular occupations of this nature; more emphasis is placed upon clay modeling, less on sand; folding and paper modeling are introduced; systematic brush work and linear drawing are taken up, and likewise paper cutting, slat work, and peas work.

The methods governing the use of the gifts are made akin to play with the younger children, and more akin to work with the older children. With the younger children active and constructive use of the objects in exercises demonstrating their qualities is in the main the characteristic method. With the older children the objects are used actively and constructively, but the observation of form, color, size, number, arrangement, dimension, direction, position, etc., in the objects used is emphasized, and these same qualities are likewise observed in and illustrated by means of other objects as well. The children are also expected to state in adequate language what they do and see; to construct more carefully and more difficult forms; they are trained in habits of greater self-control and voluntary attention, and the work begins to prepare more definitely for that required in the elementary schools.

In the occupations the following kinds of exercises are given:

Sand: Filling and emptying; forms cut in sand; sand building and molding; drawing in sand with fingers or sticks; impressions on sand with leaves, shells, molds of various shapes, and with squares and circles leading to original arrangement and designs.

Clay: Free modeling of objects seen; objects developed from type forms; objects of nature copied; symmetrical arrangements of balls into borders and designs; sphere, cube, cylinder, cone; and impression work like that in sand.

Nature work: Stringing seeds, berries, shells into chains; mounting pressed leaves, grasses, flowers gathered on walks; arrangement into borders and figures of shells, large seeds, berries, acorn cups, pressed leaves, etc.; sorting seeds, grains, leaves, seed pods, shells, pebbles, and the like.

Pasting: Large circles and squares, small circles, squares, triangles in borders, figures, and other arrangements.

Cutting: Free cutting, free-hand cutting illustrating stories, talks, songs, and things seen on excursions; strips, snipping edges, fringes, cutting around forms on broad lines previously drawn, cutting out pictures, folding papers, and cutting on lines to recombine pieces into designs arranged and pasted.

Brush work: Simple all-over wash on flat forms, squares, circles, etc. Free drawing with the brush, coloring designs of natural forms previously drawn and cut (fruits, leaves, flowers, vegetables, and simple animals); coloring within outlines drawn; designing, and stroke work leading to representation of leaves, grasses, and flowers.

Drawing: Simple lines, arrangement, design, free drawing, blackboard drawing.

Folding: Simple flat folding forms of life, of symmetry, and mathematical forms; paper modeling of solid forms, cube, cylinder, cone, and objects from these.

Slat work: Interlacing, producing flat forms mainly mathematical.

Peas work: Peas and sticks, constructing flat forms and the skeleton forms of solids, representing objects and mathematical figures.

Besides the talk or story connecting with the subject of the songs or games introduced and growing out of the subject of the Mother-Play picture or some other fact emphasized, the kindergarten makes much of excursions or walks. The children are taken to see whatever lies within their immediate environment that has value for them, and to observe such facts of nature as interest them. They go to the park, the public or private garden—if possible into the fields to gather things—to the baker, carpenter, wheelwright, blacksmith, the market, the toy shop; to public monuments, library, and statehouse. Every new song, game, picture, and talk should be introduced by actual experience of the subject with which it deals, and these walks and excursions are for that purpose and have that object in view.

In addition to this pictures illustrating these experiences are collected by kindergarten and children, and the beginnings of the appreciation of true art are cultivated.

Within the last ten years much attention has been given to such modifications of kindergarten materials as have seemed wise. The enlarged gifts are used somewhat, all the occupation materials are coarser and larger than those previously used, and the exercises with them have been simplified and are at the same time increasingly artistic.

Rhythmic movements, simple large gestures, and simpler dramatic games prevail in songs and games. The tendency is away from meaningless and trivial representation.

The planting of seeds, the care of plants, and the "visiting animals" are likewise aspects of the kindergarten increasingly frequent in practice and of unquestioned importance.

CHAPTER XVII.

ON PHYSICAL TRAINING.

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The object of the following pages is to characterize the distinctive features and dominant tendencies of physical training as it exists in the United States, in order to determine their significance and value. The meaning, nature, and effects of physical training and its relation to other educational agencies demand our first consideration.

Physical training may be defined in this connection as the regulated practice of "muscular exercises" under conditions that tend to promote the health of the organism and to develop and discipline its motor powers. The terms of this definition are so general as to include the higher animals, as well as man, within its scope.

The forms of exercise included within the domain of physical training are very numerous and vary greatly as regards their complexity and the purposes for which they are adapted. But the nature and effects of exercise are essentially alike, whether it be employed for recreative, hygienic, educative, or remedial ends, since all forms of physical exercise, when reduced to their simplest terms, consist of muscular contractions.

Modern science bases its doctrine of the human body upon two fundamental conceptions: (1) That the organism is a structure which, by reason of the arrangement of its parts and the endowments of the living substances composing those parts, is capable of transforming and utilizing energy—in other words, it is a living machine for doing work; its smooth working we call health, its disordered working disease, and its stoppage death; (2) that the adult body is the product of organic evolution, to whose outworking it owes its rank among organisms and its efficiency as an individual organism.

The body, then, is a machine for the transformation of potential energy into free or active energy, which transformation is effected in and by the protoplasmic cells which make up the constituent tissues of the several organs. The tissues transform the potential energy of the food stuffs, which they derive from the blood, into active energy which is capable of being expended in one or another form of internal or external work. The most striking form of exterior work, which results from the liberation of potential energy within the body, manifests itself as mechanical work in the lifting or propulsion of some mass of matter against the force of gravity.

At every stage, from birth to death, the body is a highly complicated machine, comparable to an army or a city rather than to such machines as windmills, clocks, or looms. It may be termed a communal mechanism or a federal union of organs, some of which—e. g., the digestive organs—subserve the welfare of the body as a whole, while others—e. g., the hands and vocal organs—subserve quite particular purposes. The first class may be designated general or somatic and the second subsidiary or special.

Two vital necessities are met by the somatic mechanisms. In the first place, the body requires a constant supply of energy-yielding material for its upbuilding and maintenance—i. e., it must have food. The whole congeries of activities concerned in blood making, blood distributing, and blood cleansing have their seat in somatic organs, and for convenience may be called circulatory. Secondly, all the organs, whether minor or leading, somatic or special, need to be regulated as to the way in which they expend their active energy. Therefore the circulation and control of active energy is provided for by a somatic mechanism having both transmissive and regulative functions, which we term the nervous system. The body has been likened to an army. "Of this army," says Huxley, "each cell is a soldier, an organ a brigade, the central nervous system the headquarters and field telegraph, the alimentary and circulatory systems the commissariat."

Complicated though the body be, bewildering as is the variety of its component mechanisms, we may reduce its multifarious activities to a few leading kinds, if we classify its tissues according to their dominant functions. Thus, we have the nervous and muscular tissues, which constitute the essential parts of the machinery by whose action the body is brought into relation with objects external to it. These have been well characterized as the "master tissues." All other tissues (omitting the indifferent and supportive tissues and the reproductive tissues) may be classed under "tissues of digestion" or "tissues of excretion," which terms are used by Sir Michael Foster, the English physiologist, who points out that "the whole of the rest of the body is engaged (1) in so preparing the raw food and so bringing it to the nervous and muscular tissues that they may build it up into their own substance with the least trouble, and (2) in receiving the waste matters which arise in muscular and nervous tissue, and preparing them for rapid and easy ejection from the body." In other words, the controlling and executive neuro-muscular system has two sets of servants that play the part of "purveyors" and "scavengers," respectively. On the adequate balanced working of those servants the health or smooth working of the organism largely depends.

What may be termed the gross income of the bodily community is derived chiefly from the activity of its purveyor and scavenger members, though the master tissues contribute materially to the accumulation of the gross-income fund. However, it is preeminently the office of the master tissues to turn the net income of the body to the fullest and best account, the net income being what remains after the fixed charges for construction, maintenance, and repair have been met. Lest net income be ill spent in confused, blundering, or excessive muscular movements, it is clearly needful that the neuro-muscular mechanism should form proper habits of action. The development of such habits through training and practice is the main end of physical training.

All of our voluntary purposive movements, whether they are novel or habitual, simple or complex, instantaneous or prolonged, awkward or skillful, have their seat in one or more of the groups of skeletal muscles which constitute the executive working machinery of the body. But it should never be forgotten that no skeletal muscle is a single independent organ. Every skeletal muscle consists of two closely associated mechanisms, a terminal executive mechanism, the muscle proper, made up of irritable, contractile fibers, and a stimulating, regulative mechanism consisting of irritable conductive nerve fibers and cells, the nerve cells being situated in some part of the central nervous system. The bonds between these conjoined mechanisms are so intimate and abiding that so far as our voluntary movements are concerned the separate disjoined action of either is hardly conceivable. Muscles without exciting nerves become paralyzed and inert, and nerves deprived of muscles to do their bidding are impotent.

The primary element which is common to all forms of physical training is neuro-muscular exercise. The effects of exercise upon a single muscle are chiefly two.

On the one hand there results a general condition, based upon improved nutrition, of heightened health in the neuro-muscular machine, which state of health is signalized by the presence of a normal degree of size, strength, and working power in its structural parts; and on the other hand there results a more complex and special effect, viz, the acquisition or organization by its neural parts of advantageous habits in respect to the origination, transmission, and modification of stimuli. The effects of exercise upon the various divisions of the muscular system and upon the musculature as a whole differ mainly in degree from its effects upon a single muscle.

Exercise involving many muscles or large groups of them (leaving actual movements out of consideration) results in the increased circulation and ventilation of the blood. The effect of muscular exercise upon the processes of digestion, assimilation, and excretion, though important, is an indirect one, those processes being modified, so far as muscular activity is concerned, by the changes wrought by it in the volume, distribution, and quality of the general blood stream. The nutrition and growth of all the tissues are promoted by muscular exercise, though its most obvious and direct effects are exhibited by the master tissues themselves.

Bodily movements result from the combination or coordination of the actions of various muscles or groups of muscles. Our habitual movements are said to be represented in or by the central masses of nervous tissue, through whose stimulative action the related groups of muscles concerned are animated or innervated. Thus the movements of the right hand are represented in a particular region of the left hemisphere of the brain. The normal growth and development of the motor areas of the brain are conditioned in large measure on the normal exercise of the muscles whose movements are represented by them. It is not putting the case too strongly to say that the development of the neural mechanisms which represent our bodily movements is the most important of the special effects of "muscular exercise."

Growth and development are too frequently used as if they were equivalent or interchangeable terms. The processes which pertain to growth are chiefly quantitative. Bodily growth manifests itself by increase in the number, size, or weight of the parts composing the body. Developmental processes are distinctively qualitative in their nature and give rise to heightened and improved functional powers or faculty. Development presupposes growth and is primarily conditioned by it. Organisms or organs, to be capable of complete development, must be full grown. Measures which promote growth are mainly of the hygienic sort, while those which induce development are disciplinary or educative.

The principal ends of physical training are deducible from the effects of muscular exercise. Briefly stated, they are (1) hygienic and (2) educational. It matters not whether the object of the training is a single group of muscles or a system of organs, e. g., the organs of speech, a single boy or an athletic team, a regiment or an army, the aims and ends of the training are alike in kind, however they may differ in degree, and can be attained only through a wise admixture of hygienic and educative measures. The degree of intelligence exercised in selecting, combining, and directing the exercises designed for persons subjected to physical training is measured by the extent to which the exercises are adapted to the sex, age, health, and mental capability of the persons to be trained.

The difficulty and complexity inherent in the problems of physical training are enhanced a hundred fold by the fact that the body is a changing, growing, and increasingly complicated structure throughout the entire period in which training is most influential for good or evil, viz, the period of immaturity. So great and manifold are the changes which the organism undergoes in respect to the growth and differentiation of its parts and the development and specialization of its functions that, on the average, it takes nearly twenty-five years, from birth till

maturity is fully reached, to perfect it as a working mechanism. The efficiency of the adult body, provided its parts are complete in number and size and capable of performing their functions to the full, depends upon the character and extent of the education of its master tissues, and particularly upon the education of the more masterful organs—the central nervous system.

The nerve center of man [says Waller] is a collection of nerve centers with more or less special offices under their control, communicating each with the other upon occasion, yet separately active upon other occasions, variously organized through past excitations, yet still variously organizable by excitations to come. To-day the state and disposition of organs and the organism are the product of the past, immediate and remote, individual and ancestral. To-morrow and in the distant future they will become what they may be made to become by education and by new conditions of life.

It has been well said that "the study of movements is the only means by which we can gain any insight whatever into the working of the nervous system." Therefore the student of nervous disorders regards most carefully the peculiarities of his patients' movements. It is likewise necessary that the practical teacher should apprehend the significance and influence of the several classes of muscular movements, not only that he may arrange his course of instruction intelligently, but also in order that he may measure accurately and readily the results of his advice and instruction.

Movements may be variously classified, e. g., according to the character of the movement or according to the part of the body concerned in it. They are classified as central or peripheral, according to their regional relations, by Mercier, from whose *Nervous System and the Mind* the following is taken in condensed form:

Generally speaking, a central movement is a movement of the trunk, and a peripheral movement is a movement of the fingers, mouth, or eyes, the remaining parts of the body being classed as intermediate, approximating to the central or peripheral, respectively, according to the size of the parts moved and the size and individuality of the muscle concerned in the movement. Central movements are continuous in duration, vague in limitation, few in number, same in character, and form a general or "coarse adjustment" of the body. Progress toward the periphery discloses movements that are more intermittent in duration, more precisely defined, more numerous and diversified, and more specially adapted to particular ends, and when at the eyes, the articulatory apparatus, and the fingers we reach the extreme periphery, all these characters attain their highest degree of development. The trunk, and especially the great muscles of the back, may be regarded as the starting point of each physiological series of movements, e. g., leg movements in walking and rowing and hand and finger movements in drawing, writing, and playing upon the piano. Peripheral movements presuppose intermediate and central movements.

The combination or coordination of serial movements is effectuated by the neural portions of the mechanisms concerned. There are two principal kinds of coordination, viz., coordination in simultaneity, which affects central movements first and most, and coordination in succession, which involves peripheral movements most. Of successive movements beginning centrally, those concerned in vocal utterance may serve as an example. Vocal utterance is the resultant effect (upon the expiratory stream of air) of the coordinative action of the organs of breathing, voice production, and articulation, which are situated, respectively, in the chest, throat, and mouth. Breathing movements are central, vocal movements are intermediate, and articulatory movements are peripheral. The movements of this series present two phases, viz., inspiration and expiration. In each phase the movements of abdominal wall, diaphragm, ribs, and glottis start simultaneously, but the enunciation of words, composed of vowel and consonant sounds, results from rapid successive movements of the vocal cords and of the tongue and lips—results, that is to say, from intermediate and peripheral movements coordinated in succession.

The nervous mechanisms which innervate and represent the movements of the body have been divided according to their situation, by some writers, into low, higher, and highest level centers. Speaking broadly, the coarser, more central

movements are represented in low-level centers, i. e., in the basal region of the brain and spinal cord; centers representing intermediate movements occupy higher seats in the hierarchy, while the highest level centers, in the cortex of the brain, represent the most special, precise, elaborate, and varied of peripheral movements.

In the evolution of the race and of the individual the more general organs and functions are formed and developed earlier than the more special ones. This law obtains in the growth and development of the nervous system, both in its massive and microscopic parts. The nervous mechanisms concerned in central movements are at once older, more generalized, and more lowly placed than the mechanisms concerned in peripheral or intermediate movements. To those parts of the nervous system in man which are formed first and are practically completed and fully organized at birth the name "fundamental" has been given; while those parts which are rudimentary at birth, and comparatively late in their growth and development are termed "accessory." By way of recapitulation it may be said that central movements are represented by low-level fundamental centers, and peripheral movements in high-level accessory centers.

Accessory centers, being the latest formed and most highly specialized, are less stable in their constitution, and, therefore, more liable than the fundamental centers to become disordered and diseased. As is well known, in cases of progressive paralysis the accessory centers yield first and most readily, e. g., disordered speech precedes disordered breathing or disorderly locomotion. A drunken man can stick to the back of his horse long after he has lost the power to control him by word of mouth or sleight of hand.

If, as has been intimated, the nervous system is the field of education, education, whether mental or physical, to be natural, safe, and effectual, should be conceived and ordered so as to conform with the laws which determine the normal growth and development of the nervous system. The law of the evolution of the nervous system seems to me a serviceable criterion of the worth and propriety of educational procedure of every kind, since it affords a means of comparing our conventional methods of educating individuals with nature's method of educating the race.

By that law the value or success of any scheme or system of physical training may be judged. Any system that does not provide first of all and continuously for the exercise and training of the coarse adjustment of the body—i. e., the fundamental and central neuro-muscular mechanisms—must fail to secure normal growth of the body or natural and orderly development of its motor powers; and any system which substitutes training of the accessory and peripheral mechanisms for that of the fundamental mechanisms, or which exacts excessive work from undeveloped accessory centers or subjects them to strenuous discipline out of the natural order of their ripening, is bound to work mischief to both brain and muscles. It is unfortunate, to say the least, that the ardent advocates and promoters of special and incomplete forms of motor education so often fail to appreciate the necessity of conforming their measures and methods to the laws of nature.

The health of the organism, expressed quantitatively, is the aggregate sum of the health of its parts, in the last analysis of the total health of its cellular elements. The health of a working cell—be it nervous, glandular, or muscular—is conditioned on three principal factors: (1) A regular and sufficient supply of blood—i. e., foodstuffs in solution and oxygen; (2) effectual drainage or excretion of waste products; (3) alternating periods of exercise and rest. Influences which affect the character, volume, and distribution of the blood are of paramount importance to all tissues. Among such influences the movements of the central groups of muscles have a prominent place. Since they affect the general blood stream as the fine, precise, specialized movements of the peripheral muscles

do not, the effects of exercise of the peripheral movements are local. Winking the eyelids, wiggling the fingers, and the relatively fine movements which preponderate in the technique of many handicrafts and in most sedentary occupations can not exert a large or potent influence upon the general blood stream, and are therefore incapable of securing or maintaining the health of the organism at any stage of its development. Exercises which appeal to the muscles of the trunk and limbs, because they do exert a direct influence upon the heart, lungs, and skin, and upon the fundamental portions of the nervous system, constitute the core, or, rather, the bulk of every rational and well-approved system of physical training. Our first movements, even in utero, are instinctively of the generalized central sort. Creeping, walking, running, jumping, and dancing are compounded in varying degree of movements which are mainly central and appeal to the circulatory and respiratory organs, and so exert an influence on the bellows movements of the chest, which are typically central in character. All of these movements minister to general ends: First, of the hygienic sort, by reason of their influence upon nutrition and growth, and, second, to developmental ends, since they serve as the basis or starting point of more complicated movements, involving intermediate and peripheral movements that can not be performed with ease, efficiency, or skill, without practice or drill; e. g., catching, throwing, climbing, and bowling. Even the most frequent and typical of central movements—those of breathing—are capable of discipline, as is attested by the assiduous care with which the trainers of runners, pugilists, and oarsmen, as well as of singers, actors, and elocutionists, strive to teach their pupils to acquire special forms of control over their breathing organs.

Stuttering is a spastic nervous disorder whose most obvious symptoms are minor convulsions in the articulatory apparatus, but the initial fault is in the execution of the breathing movements. If the ordinary teachers of reading (who are responsible for so much of school-produced stuttering) understood their business as fully as the coach of a boat's crew usually knows his, they would recognize the beginnings of stuttering and prevent its development by teaching the child then and there to acquire proper control over his central breathing movements. Many a clerk or copyist might have been saved scrivener's palsy had his writing teacher taught him to use his arm and forearm in coordination with his hand and fingers in plying his pen, and the skill with which a violinist handles his bow depends quite as much on his ability to control the muscles of his shoulder as to control those of his fingers.

To illustrate the practical bearing of the principles of physical training which we have deduced from our study of the nature and effects of muscular exercise, the views and experience of certain authorities in the treatment of stutterers and the education of idiots may be adduced. Doctor Kussmaul, an eminent German neurologist, in his *Die Störungen der Sprache*, which deals with the treatment as well as the nature and cause of disturbances of speech, characterizes stuttering as "a spastic neurosis of coordination which hinders the utterance of syllables by convulsive contractions at the stop points for vowels or consonants in the articulation tube." He goes on to say:

If we examine more closely the condition that prevents the proper joining of syllables we find that the three forms of muscular activity involved—viz, the expiratory, vocalic, and consonantal—are not coordinated. The regulating mechanism of the nerve centers which brings about the harmonious interplay of these muscles in uttering the sounds which make up syllables, or, as Merkel puts it, in vocalizing sounds, are thrown into disorder by insignificant peripheral excitations, and still more frequently by excitations of central origin. The three muscular actions mentioned which cooperate in the articulation of every syllable are not coordinated either as to the force or order of their contractions. On the one hand the action of the breathing muscles concerned in speech is at fault, and on the other the action of the vocalic and consonantal muscles is convulsive. The con-

traction of these muscles, instead of proceeding quietly at normal intervals, takes on the form of tonic or clonic spasms. * * * Stutterers always lack that control of the breath which is requisite for speech. They inhale too little air for their purpose, are not sufficiently economical of it, and sometimes are obliged to draw breath in the middle of a word.

The experience of Kussmaul, who was originally a stutterer himself, and many others, has shown abundantly that, unless the central breathing muscles are first set right, efforts directed toward restoring the coordinated action of the throat and mouth muscles are largely thrown away. It is a most significant fact that those who are most successful in the treatment of stuttering have taken the law of the nervous system as their guide. As a rule they begin their treatment with gymnastic exercises of the trunk and breathing muscles and later on direct their attention to developing normal habits of action, first in the muscles of phonation and then in those of articulation. In other words, their training of the accessory neuro-muscular mechanisms is based on the preliminary development of the normal powers of the fundamental and intermediate mechanisms of the series.

Stuttering is recognized as a "school disease," and there is good reason for the belief that in a large proportion of stutterers the habit is produced by unnatural and inverted methods of teaching reading, which is begun in the primary school before the children have acquired adequate control over their organs of speech. It is quite as desirable that the teacher of reading should apply the essential principles of physical training, so as not to produce or intensify stuttering, as for the vocal trainer to apply those principles in curing it. The natural development of the vocal organs involves so much exercise which is primarily of the gymnastic sort that I am led to hold that if the motor education of the younger children in the public schools were rightly organized in the departments of free play and elementary gymnastics a considerable amount of stuttering would be prevented. But so long as teachers in the kindergarten and the primary schools are not enabled or obliged to follow the most rational and natural methods of teaching speech and reading the schools will continue to deserve the appellation of "nurseries of stuttering," which was long ago bestowed upon them by Prof. A. Melville Bell, the well-known inventor of visible speech. There is no mystery involved in stuttering or its cure beyond the plain principles of physiological physical training. One need not waste time on excursions into the thin inane of Delsartean or elocutionary philosophy in studying the physiology and pathology of speech production. I have instanced stuttering and its treatment simply for the sake of emphasizing the fact that the principles of physical education are of necessity involved in the most ordinary educational procedures and have a practical value for distinctively disciplinary purposes.

The late Dr. E. Seguin, the elder, of New York, was an ardent advocate of muscular exercise as a factor in what he denominated "physiological education." Seguin was among the first to show that the education of the feeble-minded was practicable, and his work on "Idiocy" contains a circumstantial and convincing account of the manner in which gymnastic exercises were employed to awaken and strengthen intelligence fifty years ago in the Institution for Idiots at Syracuse, N. Y.

The nature of Seguin's theoretical views is indicated in the following extract from his report on Physiological Education made to the United States Commissioner of Education in 1876:

At the bottom of success in all the arts and of all artisans is precision of touch, which is a guide to our natural or mechanical instruments of execution. Since the muscles of the life of relation obey the nervous impulses, results of impressions, either actual or previously recorded, the richer the store of sensory impressions the more true and effective will be the work done by the skillful play of the muscular contractions. * * * But in that touch there is more than sensitive tact; there is also a force prompted by a muscular lever.

Gymnastics and sports are instituted to develop this power, many schools have them. All should have a gymnasium, but, strange enough, hardly anyone suspects its *raison d'être*. To grow immense packs of muscles? No; but to develop parts of the body weakened or ill nourished; to harmonize the several organic and all the motor and local functions, to put the essential apparatus—as lungs, heart, skin—in working order, and to discipline every muscle of the life of relation to obey the dictates of the intellect from the brain, of the will from the sympathetic and the spinal cord. This should supersede the gymnastics, boating, racing, etc., instituted to make muscle for the sake of muscle.

Seguin's article entitled "Psycho-physiological training of an idiotic hand," in the *Archives of Medicine* (New York), October, 1879, shows how he applied his theories in the case of a boy 8 years old, rendered idiotic by infantile convulsions. The boy had been under the training detailed by Seguin for one year:

The hand of R. was small, the nails short and brittle, fingers as if unfinished; no power, no skill, only automatic movements mainly from the wrist. To make R.'s hand act on command was at first out of the question. He could not put it or the fingers in any given attitude. He could obey the movements of elevation and abduction of the arm, but not always, nor with anything like precision.

Therefore his teacher had to begin the training of the hand from the shoulder by movements which, starting from the elevators of the arms, would involve necessarily the muscles of the arm and hand. Thus, by a series of operations whose willed or obedient starting point descended gradually from the spine, the child became capable of moving his hand and fingers by imitation at first, and *proprio motu* for simple willed operations later. The movements commanded to R. were those commencing nearer the spine, the trainer gradually extending the operations of the will to the groups of muscles approaching the extremities. Thus the limb in training not only became capable of a few willed movements of totality, later applicable to a great number of operations and convertible into smaller movements of the farther extremities, but the mind, being drilled to be carried over regions previously ruled by automatism alone, extended its dominion and circulated, as if at home, from the great centers to the most delicate groups of sensitive and contractile tissues at the periphery.

To illustrate the difference of ability of the hand during these forms of training according to the origin of the impulse, I notice the freedom of the hand of R. when driving nails in a board with a hammer—a movement of the arm and wrist—as against the sliding of a pin he holds with the intention of piercing holes in a paper, with but rare success, a movement confined to the last phalanges of two fingers.

Has he learned to read, write, and the sequel? No; his hand has learned to help himself, to amuse himself, to not bite itself, nor to slap his friends, though it is sometimes subject to its automatic agitations. His tact has been cultivated to the point of being conscious of the ordinary variations of the temperature, of water, food, etc., and of recognizing and naming (without the help of sight) about fifty things by their shape and quite as many by their texture. His eye, after his touch, has been drilled to appreciate the typical forms in substance at first, and later painted, delineated, and lastly indicated; then to cut the same out of paper.

The following year much attention was given to training R.'s eyes in correlation with his hands, and as a result of the training begun by the training of his hand, detailed above, R. was enabled finally to enter a school for ordinary children and to do fairly well at his lessons.

To illustrate further the practical value of systematized muscular exercise as a means to quickening and improving mental faculty the experience of the State Reformatory at Elmira, N. Y., may be cited. The reformatory is distinctively a school, and scarcely to be counted among prisons as prisons go. In many respects it is one of the most original and successful schools in the country. Its pupils are male felons between 16 and 30 years of age serving a first sentence. All sentences to Elmira are indeterminate—that is to say, a prisoner may be held for the maximum time provided by law for the crime of which he has been convicted, but it is possible for any prisoner to secure an absolute release in less than two years. To accomplish this is not an easy thing, for the conditions of release (which is on

parole for at least six months in the first instance), are: That the prisoner shall earn perfect marks for twelve consecutive months in "conduct," "labor," and "school;" that he must gain the confidence of the general superintendent and managers, and that upon his release "some definite, permanent, suitable employment" shall be found for him either by his friends or the management of the reformatory. If a paroled prisoner gives satisfaction to his employer and the authorities of the reformatory throughout the term of his parole, he becomes entitled to an absolute release and the restoration of citizenship. Nine is a perfect mark for a month. Failure to earn a 3 in either conduct, labor, or school work entails a new start, as no one who has not 9 twelve times consecutively to his credit is admitted to parole.

In June, 1886, at the suggestion of the superintendent, Mr. Z. R. Brockway, Dr. H. D. Wey, the physician of the reformatory, formed an "experimental class in physical culture." The class was composed of dullards who for a year or more had made no appreciable progress in their school work and were likewise behind-hand in shop work. The object of the formation of the class was "to ascertain if physical culture, as comprised in frequent baths, massage, and daily calisthenics, would not result in a partial awakening and stimulation of dormant mental power. Increased mental activity rather than muscular development was to be the gauge of the success or failure of the experiment." Eleven men, ranging from 19 to 29 years of age, were subjected to the treatment. They were released from shop work; but were given careful instruction in school. The class was required each day to practice two hours or a little more in "setting-up" exercises and in dumb-bell drill, and each man was given three baths a week, followed by bath massage. The members of the class were not sickly, ill-nourished specimens, nor could they be classed with those who are technically termed "weak-minded;" they were simply coarse, stupid, insensitive, unambitious dullards imprisoned for felony.

The experiment continued for five months and proved a striking success. The men improved in mental power and self-control as well as in physique and carriage. The average marking of the class, according to the school register, was, for the five months in question, 74.16 on the scale of 100, whereas the corresponding mark for the five months immediately preceding the experiment had been 45.25. Comparison of the record of the class for the six months preceding the five months of physical training with its record for the six months succeeding that period showed that the improvement was not of a transitory character. In the first six months the general average on the scale of 100 was 46 and 76 in the second, while the average mark in school work, on the scale of 3, rose from $1\frac{3}{2}$ in the first period to $2\frac{9}{10}$ in the second.

Owing to the satisfactory results obtained with the experimental and subsequent classes, the New York legislature appropriated funds sufficient to provide the Elmira Reformatory with a suitable gymnasium and bath house in 1890. The gymnasium "became, for certain classes of defectives, a place of preparation for the schools of trades and letters and an auxiliary to the hospital." Since 1890 facilities for the physical training of defectives, including the insane, blind, and feeble-minded, have been notably increased and improved in various parts of the country.

If the child is simply left to himself or to imitate his fellows in learning to run, jump, throw, etc., the chances are that he will have much to unlearn, as well as much to learn anew, when the time comes for him to learn a craft or military drill or an athletic specialty. On every account the child's physical training should begin earlier than is commonly the case. In order that the child may be healthy, vigorous, and capable in youth and strong, enduring, and skillful in the prime of life, his plays and occupations should be intelligently selected and supervised from the time he can talk and walk. The mental and moral characteristics

of the individual, be he youth or man, are shaped and colored by the number and kind of actions he can do easily and well. If the education of the individual is wisely managed, his repertory both of useful, necessary neuro-muscular actions and of desirable forms of action that minister more to recreation than to his daily business will undergo gradual and natural enlargement from childhood to manhood. It is convenient to divide education, in thought, into moral, mental, and physical education. But human education is really one, though now one, now another of its elements may properly receive more attention than the others from teachers and those who control educational policy. The principles of physical training are applicable throughout the whole stage of elementary education in all subjects in which the pupil has to learn to will and to do. All the processes by which he learns to express himself present a large physical element, which in many cases is highly accentuated in the learner's consciousness. In short, physical education lies at the basis of what we call mental and moral education and is necessarily and closely interlocked with each of them. "Man," it has been well said, "is adapted to self-improvement by means of exercise. It makes his muscles stronger and more enduring; his skin becomes fortified against all injury; through exercise his limbs become more flexible, his glands more productive; it fits his central nervous system for the most complicated functions; it sharpens his senses, and by it his mind, reacting upon itself, is enabled to augment its own elasticity and versatility."

A large proportion of men earn their livelihood or conduct their affairs through the oft-repeated performance of more or less skilled movements, and the value of their services, measured by the amount of work they can accomplish, depends upon the ease, rapidity, and certainty with which they are performed. Ease and certainty in habitual movements result from a relatively high degree of organization (through exercise) of the mechanisms by means of which the movements are effectuated, and are incompatible with strained attention or an extreme sense of effort such as most persons manifest when acquiring or putting into practice new habits of action. Physical training, whereby a novice becomes habituated to a new series of movements, be the novice a wrestler or an artist, a swordsman or a surgeon, a singer or a clerk, is the principal means of securing a reasonable or maximum degree of performance without a wasteful expenditure of nervous and mental energy. In other words, an important result of physical training is the economy of thought and exertion which characterizes the work of the well-trained laborer, artisan, and professional man.

In this connection the following extract from the writings of Mercier seems worthy of consideration:

An act is habitual when it occurs with perfect facility, but yet requires guidance and direction of higher centers for its performance. An act is automatic when it has become so far organized that the mechanism which actuates it is complete in itself, and given the necessary impression, the action occurs without any guidance or regulation from higher centers. Such are the acts of walking, the fingering of musical instruments, the manipulation in many handicrafts, the movement of the lips and tongue in speaking. All these movements occur with a celerity and an accuracy which indicate thorough organization; all of them can be performed without direct guidance from the higher centers, or while the higher centers are otherwise employed—while, as we say, we are "thinking of something else"—and any direct interference of the higher centers, any undue attention to the movements, tends to spoil their facility and accuracy. Lastly, when organization is complete movements become reflex—that is to say, not only do they occur on the occurrence of their appropriate stimulus, but they occur necessarily. A nerve channel is so completely formed in itself and the neighboring currents are so built out that when once the process is started it goes on to completion as a matter of necessity, and no action of the higher centers can interfere to prevent or alter it. Such movements are those of blinking, of swallowing, of coughing, and the like. * * * The law is that a new nervous process is attended by the most vivid mental state, and the more unlike the nervous process is to previous

processes the more vivid is the mental state that accompanies it. With nervous processes we have seen that continual repetition brings about complete organization. We have seen how new acts become habitual, habitual acts become automatic, and automatic acts reflex. We have now to notice that as the nervous mechanism subsides through these several stages from the nascent to the complete stage of organization, so the mental accompaniment, at first vivid, becomes fainter and fainter until, when the latter stages are reached, it altogether disappears.

As has been remarked, growth and development characterize the stage of immaturity; but, since development waits upon growth, the two vary in amount and rate in different parts of the stage, considering the body as a whole. Nor should it be forgotten that the several somatic and general mechanisms of the body differ in respect to the order and rate of their growth and development. Unless the significance of that order and rate is recognized and heeded, the education of children and youth can not be thoroughly natural and rational.

The period of evolution or immaturity is of paramount importance in education, since the formal education of the great majority of the school population ceases before maturity is reached. The period may be divided for convenience into three equal periods of eight years. Growth and development proceed during each period, but growth preponderates in the first and second and development in the third period. The salient features of each period may be grouped as follows:

First period, from birth to the end of the eighth year.—There is rapid increase in height and weight in the earlier part of this period, particularly in the first twelvemonth, but what has been termed the "immense" growth of the brain, which attains, within a few ounces, its full weight in the eighth year, signalizes this period most markedly. In respect to development, the sensory organs lead and reach a high degree of perfection, though certain neuro-muscular mechanisms, by which movements concerned in balancing, locomotion, and vocal utterance are effectuated, also undergo rapid development. Sensory education may safely be more specially emphasized than motor education in this period. Strenuous and exacting drill, at least of the accessory mechanisms, is contra-indicated for the child. Simple games and elementary gymnastics, if not pushed too far, best answer the ends of physical training during this period.

Second period, from the beginning of the ninth to the end of the sixteenth year.—This is distinctively the period of accelerated growth in height and weight. The muscles play the leading part in the increase of the weight of the body. Motor coordinations attain a higher degree of development than was possible during the preceding period, though they are not fully perfected till adolescence is fully established. The establishment of puberty exercises a profound effect on the development of body, mind, and character. On the whole this appears from the hygienic standpoint to be the most critical of the periods into which we have divided immaturity. Exhausting constitutional disease, excessive mental or bodily strain, underfeeding, undue deprivation of muscular exercise may readily lead to irremediable stunting or enfeeblement. If physical education be neglected or misdirected during this period, if it be mistakenly deferred to a more convenient season, it can not accomplish its perfect work, either as regards the promotion of health or the development of the motor functions of the brain.

The principal departments of general physical education should be systematically availed of, i. e., both gymnastic training and athletic pastimes should be given prominent places in the school curriculum, and the forms of exercise adopted should be more varied, complicated, and difficult than those employed in the preceding period. But the time for engaging in feats or contests that demand extraordinary strength, endurance, or skill is not yet.

Third period, from the seventeenth to the close of the twenty-fourth year.—This, the period of established adolescence, is distinctively a period of development—of

development of character no less than of bodily and mental faculty. The life of the race begins to be reflected in the life of the individual, to whom a higher and wider range of interests and activities is opened through the development and perfecting of his higher fundamental and accessory neuro-muscular mechanisms. Emotion becomes coordinated with self-chosen aims and ideals, and the individual is prepared by special kinds of technical training to enter upon his life work as an independent, adult member of the community.

The muscles, which are to serve as the executive instrument of the brain, do not attain full growth till toward the end of the second period. Then, when both brain and muscles are fully grown, motor development enters upon its most active and important stage, i. e., in the third period. During each and all of the three periods hygienic and educative ends should be kept in view, but throughout the first and the first half of the second period hygienic forms of exercise should preponderate, while during the latter half of the second and the whole of the third period educative forms of exercise should be assigned the leading rôle; provided that practically normal growth and sound health have been secured to start with.

Attempts at *tours de force*, trophy winning, and record breaking, which would be ill judged at an earlier stage, may now be profitably encouraged under reasonable restrictions. Valid objections there are to rampant athleticism. Nevertheless the predilection of youth for athletic sports and contests may be justified as natural and worthy on pedagogical grounds, if we admit that the development of mind and character, as well as that of the brain and muscles, is subject to the laws of evolution. The average collegian, if a healthy animal, is apter at expressing himself fully in terms of muscularity than in terms of mentality. Intellectual maturity comes later, unless arrested development supervenes. It is hardly a misfortune that, in the heyday of youth, the sons of civilized men tend to exhibit in their games something of the hardihood, daring, and contentiousness which characterized the principal pursuits of their primitive, beast-hunting, war-making ancestors.

Elementary education is naturally assigned to the first and second of our three periods. Secondary education usually begins in the second, and either terminates early in the third or merges into superior technical education. By far the larger part of the school population belong to the second period and are enrolled in the elementary schools, which are wisely organized for general and preparatory training. In the domain of physical training, quite as much as in mental training, it is important not to confuse general with special or technical training. Reason and experience forbid the substitution of military drill, sloyd, manual or elocutionary training for gymnastic and athletic training, or vice versa. It is simply impossible to make any highly developed form of technical training meet the proper ends of bodily education either for children, youth, or adults. Technical training, since it appeals to the more peripheral mechanisms, should be grounded on general hygienic and educational training, should not be pushed at too early a stage, and should be left where it belongs, in the hands of special teachers. Culture and technical training, properly speaking, signify much the same thing, since they presuppose highly developed and disciplined powers, which are precisely the powers which most pupils in elementary schools lack. It is, therefore, a misleading use of language to apply the term "physical culture" to school gymnastics and school sports of the usual kinds. Physical training, or physical education (which terms are interchangeable according to the best usage), is what the mass of American school children need, but have never had in proportion to their needs. Henceforth in this paper physical culture and technical forms of physical training will be left out of account for the most part, since in the most approved ancient and modern systems of physical training they have played a relatively insignificant rôle in comparison with gymnastic and athletic exercises.

While it is well to emphasize the importance of the hygienic effects of muscular exercise, it should be clearly kept in mind that physical education and school hygiene are not synonymous. Physical training in a sense may be considered a branch of school hygiene, but it is only one among many agencies for promoting the health of the school population. Hygiene is a branch of medicine, but physical training is a department of education. The problems of school hygiene are essentially different, as well as more varied and intricate, from those with which the teachers of games and gymnastics have to deal. Beyond question it is desirable that those whose business it is to give instruction or advice in any department of physical training should be familiar with the fundamental laws of health and the precepts of personal hygiene, lest they prosecute their work under unhealthy conditions or by prejudicial methods. But one may be a competent gymnastic instructor or an inspiring and successful athletic coach or trainer and yet be hardly more competent than the man in the street to pass judgment on such questions as the suitability of a school site, the merits of a system of drainage or ventilation, the construction of a course of study, the prevention of eye strain or brain fog, etc. The dearth of school hygienists in America is to be deplored, but it is to the medical schools and institutes of hygiene that we should look to make good their lack rather than to summer and normal schools of gymnastics or schools of pedagogy. When they do appear there is little likelihood that they will be called upon to supervise gymnastics, to teach swimming, or to coach sprinters or football teams. Meanwhile physical training should be accorded a more dignified and influential place in the school curriculum because of its educational values and relations. Given intelligent recognition and adequate support, and the development of physical training as a science and art should open the way and exercise a potent influence in bringing about the establishment of a genuine system of school hygiene on a broad and scientific basis. At the present juncture the leaders in physical training had much better devote their energies to dispelling popular misconceptions as to the aims and nature of their distinctive work, and to convincing school boards, superintendents, and teachers that physical training, on account of its value as an agency for promoting bodily health and mental development, is entitled to recognition and support as a special though coordinate department of instruction, than attempt further to exercise jurisdiction in the domain of school hygiene.

My plea is that, inasmuch as physical training lies at the basis of human education and enters of necessity into the mental and moral training of all children and youth, those who control educational policy and the conduct of educational affairs should see to it that mental training is not pursued to the neglect or detriment of bodily training; that each kind of training is given its proper place in the required curriculum, and that physical training shall be given in appropriately fitted places, by thoroughly trained and well-qualified teachers, in accordance with well-approved, modern, and rational methods.

No system of physical training is worthy to be pronounced sound or rational unless its procedures are purposely adapted to the peculiar and changing needs which arise in differences of sex, age, health, and mental capacity in the persons to be trained. The results of comprehensive and systematic physical training should be ease and gracefulness of carriage, whether in repose or action; square shoulders and a straight back; a deep and capacious chest, in which the heart and lungs, developed to their normal size and strength, shall have free and full play; symmetrically developed and firm muscles both of trunk and limbs; the power to execute with ease, precision, and economy of force not only all necessary habitual movements, but also such as are involved in the simpler exercises of strength, speed, and skill, and in the performance of ordinary gymnastic and athletic feats; and, above all, that equanimity, patience and self-confidence, which disciplined self-knowledge and habitual self-control tend to produce in persons endowed with

normal gifts and propensities. Given a pupil who has had the advantage of thorough and judicious physical training in childhood and youth and the technical teacher is able to accomplish vastly more than he otherwise could, whether his business be to turn out a skilled fencer or artilleryman, an actor or an acrobat, a singer or a wood carver, a watchmaker or an elocutionist.

Although physical training in its wider sense includes manual training and these forms of exercise which are requisite for the attainment of technique, as well as outdoor games, athletic sports, and gymnastic exercises, well-nigh all forms of exercise found in ancient or modern systems of physical education may be properly classed as athletic or gymnastic, i. e., as recreative or educative. While athletics and gymnastics differ not a little in aims, methods, and value, it is well to recognize that they constitute coordinate departments of physical training rather than self-contained and separate systems. The central problem that confronts American educationists as regards physical education is this: How shall athletics and gymnastics be wisely and effectively combined in the nurture and upbuilding of children and youth of both sexes? The solution of the problem would be much nearer than it is, had either the leaders, the petty officers, or the rank and file of the educational armies of the United States given heed to the teachings of experience which are reflected in the history of the principal national systems of physical training.

The most representative and typical systems of physical training are five in number, and may be styled (1) the Grecian, (2) the mediæval or knightly, (3) the British, (4) the German, and (5) the Swedish. In comparison with these five types or systems of exercises all other systems or so-called systems seem to be either fragmentary, subsidiary, or insufficient.

It will be convenient to use the terms agonistic, gymnastic, and athletic in considering the most salient characteristics of our five types of physical training, those terms being derived from Greek usage. An *ἀγών* originally meant an assembly, then an assembly to witness an exhibition or contest. Thus, the Olympic games were gymnastic agones, because the contestants in them were naked. The victors in an *ἀγών* received prizes called *δόλα*, and an athlete was simply a winner or contestant in an agone; later, an athlete was a professional seeker of prizes. A gymnast was a teacher or trainer primarily, particularly after the agonistic games had become systematized and constituted a necessary part of the education of all freeborn youth.

Greek physical training, then, was agonistic during its period of growth, when its main purposes were sportive or ritualistic; it was gymnastic during its best estate, about the time of Pericles, when its aims were distinctly educational and ethical; and it became athletic, in the worse sense of the term, during the decadence of the Greeks, when a spirit of mercenary professionalism dominated both gymnasts and athletes.

The martial games of the ancient Gauls and Teutons were agonistic. From them were developed the physical training of page and squire and the jousts and tournaments to which the nobles as a class were so devoted in feudal times. That training and those contests were partly agonistic and partly athletic in their aims and nature. British sports may be characterized in the same way. Originally agonistic, they have become mainly athletic, being almost devoid of pedagogical aims or methods. German training has developed from popular games and knightly exercises. It is somewhat agonistic in character, though it is mainly gymnastic in its aims and methods, and has been singularly devoid of tendencies to professional athleticism. The Swedism system of physical training is of the strictly gymnastic type. It has scarcely enough of the athletic element in it, perhaps.

It is beyond question that Grecian gymnastics and athletics affected chiefly the fundamental neuro-muscular mechanisms, and the same is true of the martial

exercises of the ancient Gauls and Teutons and of the popular sports of their descendants. Wrestling, running, leaping, casting the stone or hammer, tossing a beam or tree trunk, hurling the spear, cudgel and swordplay, together with ball games, are not only the most widespread, but also the most primitive and ancient of European popular sports. In many an out-of-the-way corner of Europe, particularly in remote islands and secluded mountain districts, one may find to-day one or another of the ancient pastimes still popular and played according to immemorial usage. They have undergone least change in such regions as the Scottish highlands, the lake country of England, outlying districts like Friesland and Gothland, and the valleys of the Alps, Tyrol, and Pyrenees.

Of popular sports we may say in general that they promote the more massive bodily virtues of strength, endurance, and speed, while dexterity, address, and finesse require more specialized and complicated forms of exercise for their development. In other words, athletic sports are insufficient for the purpose of giving adequate training to both the fundamental and accessory motor mechanisms, and should be supplemented by such forms of practice and drill as are afforded by the systematic gymnastics of the Swedes and Germans.

The most primitive forms of physical training are the plays of children, whose natural impulses to run and shout soon prompt them to engage in the spontaneous, dramatic imitation of the pursuits of their elders, particularly in respect to hunting and warfare, e. g., tag, catch, chasing and throwing games, and playing with weapons. Such forms are still found among most children and savages, and occupy a prominent place in the more primitive popular sports of hill folk and islanders. If we attempt to trace our typical systems of physical training to their original forms, we find their beginnings either in childish plays or in games closely akin to them. Greek gymnastics and athletics developed from such pastimes as Ulysses and Ajax engaged in around the funeral pyre of Patroclus, which Achilles instituted in honor of his playmate and comrade. Jahn adopted several of the ancient German games in his training system, and Ling, as became a leader in the Gothic party, exalted the sports of the ancient Norsemen, though he gave them no very prominent place in his gymnastic system. British sports are the most highly developed modern expression of the play instinct. In the United States the most common and popular forms of physical training belong to the athletic species.

The British and Grecian types of bodily education, though strikingly different from each other in most respects, are alike in being devoid of any considerable admixture of elements acquired through conscious imitation or borrowing. British sports reflect more fully, perhaps, than any modern system of physical training the national spirit of their devotees. They have been followed chiefly for their own sake and have undergone but slight modification at the hands of educational reformers, in which respect they present a marked contrast to German turning and Swedish gymnastics, which, though they bear the impress of national feeling, have been developed largely of set purpose, either as a means of national regeneration or as a remedy for overrefinement and the deteriorating effects of sedentary and urban life. Though teachers and governing boards are helpful and sympathetic as a rule, British athletics as an institution have been shaped mainly by successive generations of boys and "old boys." The British boy, who, according to continental standards, "plays at his work and works at his play," has forced his masters to give him time and space for his games, often at the expense of the course of study.

The scope of modern systems of physical training is wider and their aims more truly popular than was the case with the mediaeval and ancient systems, since only members of the privileged classes were allowed to participate in the Grecian games or the mimic warfare of the tournaments and jousts of the middle ages.

Team matches and class exercises are distinctively modern inventions, the prizes in most forms of antemodern contests being offered for individual prowess. To be sure, there were among Grecian youth certain games in which "sides" contended with each other, and in the chivalric tournaments squadron charged squadron in the lists; but these, like the ancient football and hockey games, in which parish fought against parish or neighborhood against neighborhood, were rather mass than team contests, since the sides were at best very loosely organized, there being little if any subdivision of labor among the contestants. Team athletics have reached their highest development in cricket, baseball, football, and rowing, compared with which the class exercises of the Swedes and Germans, though they often involve the simultaneous action of large numbers of persons, are relatively simple and unspecialized.

The training of aspirants to the Grecian games was carefully regulated in respect to diet, bathing, hours of rest and practice, etc. Frequently it was severe and prolonged. Professional athletes, through their special training, finally became a class apart—proverbial for their stupidity and brutality. Much less attention was given to preparatory exercises in the middle ages than among the Greeks and Romans, and training in the sense in which it is employed by those addicted to British sports is scarcely known in Germany or Scandinavia outside the ranks of professional acrobats and a few anglomaniacs. Though training usages of the present day, particularly in matters of diet, are, on the whole, less foolish than they were thirty years ago in this country, the preparatory training for match games among collegians is frequently carried to ridiculous extremes.

The Greeks used but little apparatus, either in their preparatory exercises in the palestræ and gymnasia or in their championship games, which usually took place in the stadion or some other open place, and such apparatus as was used was of the simplest sort. The spear, the discus, possibly the vaulting pole, the halteres, and himantes (the prototypes, respectively, of the modern dumb-bells and boxing gloves) very nearly exhaust the list of Greek gymnastic machines. Machine or apparatus gymnastics are mostly of modern origin. Jahn invented the parallel bars and the horizontal bar. The stall bar, the swinging ladder, and the "bom" are Swedish devices. Most of the ropes, ladders, and poles used in climbing, though of ancient origin, have been modified and adapted to their present use in recent times, but they can not be classed as generically or distinctively German or Swedish. The physical training of page and squire aimed chiefly at making him a good horseman and in rendering him skillful in the management of sword, lance, and maul when mounted. The aspirant to knighthood practiced with his sword at posts and the Saracen's head, and learned to use his lance by tilting at the ring and the quintain. Beyond these he had little need for fixed apparatus. The gymnastic horse of wood, so generally found in modern gymnasia, was originally employed as a substitute for the living horse in leaping exercises. Mention is made of it in sixteenth century writings. Indian clubs are said to have originated in Persia.

As regards length of days, British sports probably stand next to the Grecian games, whose history extended over a thousand years, i. e., from the Homeric age till the last Olympiad. At any rate, tennis, football, quoits, casting of the stone, and skittles were so popular in the last quarter of the fourteenth century that a law of Richard II bade "servants and laborers to leave off playing them and other such importune games" on "Sundays and holydays" and "use bows and arrows" instead. The mediaeval jousts and tournaments lasted hardly four hundred years. German turning took its rise in the last quarter of the eighteenth century, and Swedish gymnastics are hardly a hundred years old. Ling's career as a teacher began in December, 1804, when he was appointed fencing master in the University of Lund.

Athletics and gymnastics have never played so dignified and prominent a part in the life and affairs of any nation as they did among the Greeks. We may not hope that any modern people will ever reproduce on a large scale the characteristic features of the Greek physical training, for the same reasons that forbid us to look for the rise of a new Sparta or a second Athens. Enthusiastic worshippers of classical antiquity and writers upon education, especially at such times as the Renaissance, the Reformation, and the revolt of the realists against merely humanistic training in the eighteenth century, have been wont to laud and magnify the physical training of the Greeks; but no general or genuine revival of Greek athletics or gymnastics has occurred within five hundred years. Modern attempts to revive the Olympic games have been nearly as futile as would be the attempt to restore the cult of the gods of Olympus.

The history of the rise of physical training as a department of education in modern Europe may be divided conveniently into five periods, viz: (1) from the beginning of the Renaissance to the founding of the Dessau philanthropinum in 1774, a period in which theoretical advocacy of physical training, colored with admiration for antique models, is quite common in the writings of humanistic writers and educational reformers; (2) the period from 1774 to 1820, which was characterized by numerous innovations and experiments on the part of the philanthropists and their imitators; (3) a period of quiescence and languid interest in physical education, covered by the interval between 1820 and 1840; (4) the period 1840 to 1860, one of revival and expansion; (5) 1860 to the present time, a period of active growth and development.

An interesting assortment of literary gems might easily be collected from humanistic writers like Montaigne, Melanchthon, Comenius, Milton, and others to show the generous sentiments entertained by eminent critics and reformers of our first period toward bodily exercises and accomplishments; but it would be difficult to prove that their laudation of a sound mind in a sound body led to any enlarged and thoroughgoing attempt to realize their glowing ideals prior to the last quarter of the eighteenth century.

In 1774 Basedow, the first of the philanthropists, was instrumental in founding the Dessau philanthropinum, for the purpose of giving effect to Rousseau's "method of nature," or, in other words, to conduct education "so that the training of the mind and body shall serve to assist each other." In his scheme of education for the sons of the burgher class, Basedow strove to make use of certain traditional knightly exercises, such as riding, fencing, vaulting, dancing, and swimming, that were in vogue in the Ritterakademien, or schools set apart for the education of the sons of the German nobility. He also utilized certain forms of popular sports, as well as certain exercises adapted from ancient Greek gymnastics. Thus arose the so-called Dessau pentathlon, consisting of contests in running, jumping, climbing, balancing, and carrying heavy weights. Basedow also experimented with manual training. Basedow's influence is traceable in the later schemes for the promotion of physical education with which the names of Salzmann, Guts Muths, and Jahn, in Germany; Pestalozzi and Fellenberg, in Switzerland; Nachteggall, in Denmark, and Ling, in Sweden, are identified.

Schnepfenthal, near Gotha, where Salzmann established a philanthropinum in 1784, has been termed "the cradle of German turning." Salzmann, who had been an assistant of Basedow's at Dessau, in 1785 put a youth named Guts Muths in charge of the physical training. Guts Muths remained at Schnepfenthal till his death in 1839. After seven years of experiment and study, Guts Muths published, in 1793, the first German manual of gymnastics, under the title of "Gymnastik für die Jugend" (Gymnastics for the Young). Three years later he published a work on plays and games entitled "Spiele zur Übung und Erholung des Körpers und Geistes," which reached its eighth edition in 1893 and is still a

classic, both on account of its exposition of the educational value of play and by reason of its value as a collection of games. The writings and example of Guts Muths led to the introduction of gymnastics into many private and a few public schools. In 1799 Nachteggall, a follower of Guts Muths, established a private gymnastic institute in Copenhagen, in which Ling, while a university student, had his first lessons in gymnastics. Nachteggall's system of gymnastics was introduced into the Danish army and certain schools through the influence of one of Nachteggall's pupils, Prince Frederick of Denmark.

The aim of Guts Muths was educational. Though he declared that "a genuine theory of gymnastics should be based upon physiological principles," Guts Muths did not attempt to elaborate such a theory. He defined gymnastics as "a system of exercises having bodily perfection as their aim," and divided "pedagogical physical exercises" into (1) gymnastic exercises, (2) manual training, and (3) youthful plays. His distinctively gymnastic exercises were free and pole jumping, short and long distance running, wrestling, climbing, balancing movements, putting the stone, weight lifting, dancing, and marching movements.

In 1804 Guts Muths's advocacy of the introduction of physical education into the Prussian schools as a means of promoting military efficiency was favorably received by the Prussian ministry, but the war with Napoleon prevented any serious effort to give effect to the proposed reform. In 1803 the Government showed renewed interest in Guts Muths and expressed approval of his work at Schnepfenthal, but failed to go further. The first public gymnastic ground (turnplatz) was opened in the summer of 1809 in the Prussian town of Braunsberg through the efforts of a secret patriotic society, the Tugendbund. Two years later Jahn's first turnplatz was established in the Hasenheide, a pine forest to the south of Berlin.

Friedrich Ludwig Jahn (born in 1778, died in 1852) is known as the father of German turning. Jahn, a man of much more aggressive nature than Guts Muths, though a teacher, was singularly adapted to popular agitation and leadership. Jahn was the son of a country clergyman in one of the Prussian provinces. He began his preparation for the university in 1791 and entered the University of Halle as a student of theology in 1796. He soon gave up theology, desultory reading in history and philology being more to his taste. Of a restless and turbulent disposition, he wandered from university to university, being usually at odds with his fellow-students as well as his teachers. He associated much with the common people, whose speech and customs strongly interested him. In 1800 his first pamphlet on the Promotion of Patriotism in Prussia bore witness to his dominant sentiment. In 1803 he achieved some success as a tutor in a private family. Besides directing his pupils' studies he took an active part in their sports and exercises. In 1806, as a volunteer, he joined the Prussian army just before its overthrow by Napoleon. For the next three years he was a wanderer, consorting with men who vainly sought to rouse the people to revolt against the French and working on his book on German Nationality, which appeared in 1810, when he was a private teacher of boys in Berlin. He had already become imbued with the idea of making bodily training a factor in national regeneration and education. Beginning in the spring of 1810 with holiday excursions, he led his pupils into the woods near the city. His efforts to awaken interest in national sports attracted attention and brought him followers.

In the spring of 1811 he opened his first turnplatz in the Hasenheide. In the interval between 1810 and 1816, the date of his *Deutsche Turnkunst*, Jahn accomplished the main work of his life. His efforts to promote bodily education commended themselves to teachers and Government officials, as well as to the boys and young men who resorted to the turning ground, and interest in turning spread throughout Germany. In 1812 the number of turners in Berlin rose to 500.

or more. From the first, vigorous games which aroused the emulation of the players were assigned a leading rôle. As a means to awaken community of interest and patriotic feeling a special costume was adopted, ancient forms of Teutonic speech were cultivated, and special efforts were made to identify the revival of turning (which term was supposed to be akin to "tourney") with the ancient German tournaments. Jahn was also instrumental in establishing a "German Union" hostile to the French rulers of Prussia, and in infecting the students of several of the German universities with sentiments like his own.

All the turners capable of bearing arms took part in the war of liberation in 1813. Jahn and Friesen, who had been his chief assistant, were among the first to enlist in Lützow's famous Free Corps of Cavalry. Jahn recruited and commanded a company; but he was ill fitted for such a post, and after some months of active service retired from the corps, in which Friesen continued to act as adjutant till he was killed, in March, 1814. Meanwhile Eiselen, a favorite pupil of Jahn's, managed the turnplatz in the Hasenheide. After his return in 1814 the Government bestowed a pension on Jahn, who in 1815 devised a plan for bringing the turning institution into connection with the school system of Berlin. At last, in 1819, after much deliberation, the educational authorities perfected a scheme for establishing turning grounds throughout Prussia in connection with schools for boys. The King refused his sanction at the last moment because of the recent assassination of Kotzebue by Sand, who was a turner as well as a student. The societies of the students and the turners were viewed as dangerous and revolutionary. Jahn was arrested on the charge of being a revolutionist and would-be assassin. Finally, in 1825, he was acquitted and allowed to retain his pension on condition that he should not reside within 10 miles of Berlin or in any town where there was a university or a gymnasium. He lived in Freiburg, in Saxony, till his death, in 1852.

Jahn was the father of *volksturnen*, which was under the ban of the Prussian Government from 1820, when some 90 turning grounds were closed, for nearly a generation.

Meanwhile the interest in gymnastics which had spread throughout the German States led to the development of school gymnastics. German *schulturnen* owes its distinctive peculiarities to the Hessian, Adolf Spiess (born in 1810, died in 1858). As a boy he was trained in gymnastics, partly after the methods of Guts Muths and partly after those of Jahn. While a student in the University of Giessen Spiess organized a class of boys and made a beginning in teaching class or "common" exercises in standing, walking, running, and leaping. From 1833 to 1848 Spiess was a teacher in Switzerland and became prominent by reason of his labors and writings in the department of physical education. He worked out a system of class gymnastics, i. e., the simultaneous performance by a squad or class of prescribed exercises (with or without apparatus) at the word of command, and was the first to teach gymnastics to girls, for whom he invented appropriate forms of free movements, dumb-bell exercises, and exercises on the suspended ladder and the seesaw. The method of Spiess, who was devoted to order and system, were much better adapted to the conditions of school life than were those of Jahn, whose classes were only loosely organized, so that their members might follow in succession the example of a leader or *vorturner*.

In 1848 Spiess returned to Germany to accept a high post in the department of education of the Grand Duchy of Hesse. Till his death, in 1858, he was engaged in organizing and supervising school gymnastics throughout that State. Spiess strove to base his theory of bodily training on the laws of anatomy and physiology, and grouped and ordered his exercises in conformity with his understanding of those laws. He applied his principles of common exercises (*Gemeinübungen*) to the apparatus gymnastics of Jahn as well as to free and concerted movements,

which were sometimes accompanied by music. His principal books, which had a wide influence, were *Lehre der Turnkunst*, 1840-1846, and *Turnbuch für Schulen*, 1846-1851. His distinctive work was to render German gymnastics more orderly and scientific and to adapt them to educational purposes and methods. He exerted a wide and permanent influence upon both popular and school gymnastics throughout Germany and Switzerland.

In 1836 the charge of overpressure was brought against the Prussian schools, more especially the *gymnasien*, by Doctor Lorinser, whose paper, published in a medical journal, aroused much discussion and ultimately gave rise to a renewed interest in school gymnastics. In 1842, six years before the return of Spiess to Hesse, King Frederick William IV of Prussia gave his assent to the recommendation of two of his ministers that "bodily exercises should be acknowledged formally as a necessary and indispensable integral part of male education and should be adopted in the education of the people." The King authorized the establishment of "gymnastic institutes" in connection with the "*gymnasien*," the higher middle schools, the training schools for teachers, and the division and brigade schools in the army. On the basis of the royal cabinet order of 1842, step by step the generous and enlightened policy of the Prussian Government toward physical education has been developed.

In 1843 Massmann, who had been a turner in Berlin in the palmy days of 1811-1813, and was wedded to the methods of Jahn and Eiselen, was called to Berlin, by the Prussian minister of education, from Munich, where he had taught gymnastics since 1827. Massmann was averse to the views and methods of Spiess, and not being able to adapt *volksturnen* to school needs, his administration, which lasted until 1850, was a failure on the whole. The lack of competent teachers constituted a serious obstacle to the successful introduction of gymnastic instruction into the schools. Massmann in 1848-49 attempted in vain to establish a training school for teachers. In 1851, however, the Royal Prussian Central Gymnastic Institute was started in Berlin under the conjoint control of the ministers of war and education, and Rothstein, a captain in the army, who had studied Swedish gymnastics in Stockholm at the Central Institute (founded by Ling in 1813), was placed at its head. The Berlin Institute was destined to exercise powerful influence upon the rise of military and school training in Prussia. In 1877 the military and civil sections of the institute were separated, and have since been separately maintained by the ministers of war and education, respectively.

Rothstein strove to shape the instruction in school gymnastics in accordance with the views of Ling, while the civilian teachers of the institute favored the Jahn-Eiselen system, or a compromise between it and that of Spiess. Rothstein banished the horizontal and parallel bars from the institute, thus exciting the umbrage of the turning societies, which (having been purged of their political features) since 1860 had entered on a new era of prosperity and influence. An extraordinarily bitter controversy followed, with the result that in 1862 a commission composed of the most eminent medical men in Prussia declared that "the bar exercises might be improved, but ought not to be done away with." This triumph of the "bar exercises" gave the quietus to the Ling-Rothstein system of school turning in Germany, though the Rothstein tradition long continued to color the methods of Prussian military gymnastics. In 1860 the gradual introduction of gymnastic instruction into the common schools for boys (*volkschulen*) was ordained by the Prussian ministry of education, and two years later attendance upon such instruction was made obligatory. Later on turning became general in girls' schools of all grades. Owing to the insistence of the present Emperor, in 1891 the time devoted to gymnastics in the Prussian higher schools for boys was increased from two to three hours weekly. As a rule, two hours weekly are devoted to the subject in the schools for girls and in the elementary

schools. As a rule, too, at least in the cities, the schools are provided with an appropriately fitted and furnished gymnasium, and not infrequently with a turnplatz or a playground in addition. In some schools, more especially the secondary schools, class instruction is given by special teachers, or at least by teachers who, though class teachers, have had normal instruction in turning. In most cities special directors or inspectors of school turning are found.

Since 1890 there has grown up a very widespread and active movement in Germany to supplement the customary instruction in school turning by means of outdoor games and popular sports, which remind one of British athletics, and public playgrounds have increased greatly in number in consequence, though the games do not replace the more formal gymnastics. They are usually regulated and directed by teachers of gymnastics, who in acquiring their professional training have taken "courses in games" (spielkurse). In 1896 it was my good fortune to witness the annual games contest of the boys of the lower schools of Frankfort. Some 300 boys took part, while perhaps 50 of their teachers, all men, acted as judges and umpires. The prizes contended for were marks and honorable mention. Their award was determined by the total number of marks gained in (1) running 100 meters, (2) broad jumping, (3) throwing a light ball, and (4) throwing a heavy ball. The boys who participated in the competitions, which occupied a whole afternoon, had been selected as the result of preliminary trials at their respective schools. The German practice of placing competent and sympathetic teachers of gymnastics in charge of the public playgrounds is a wise one, even though "regulated play" has a strange sound to British and American ears.

Generically, in spite of minor specific differences, school turning in the other States of the German Empire is much the same as that in vogue in Prussia. Military drill, which is relegated to the army, has no place accorded it either in school turning or the turning societies (turnvereine).

The spirit and intent of German gymnastics are well illustrated by the following extract from an official manual of gymnastic instruction for the Prussian common schools, published some years ago:

School gymnastics should, by means of appropriately selected and well-ordered exercises, promote the bodily development of the children, confirm their health, habituate the body to a natural and pleasing carriage, increase the strength, endurance, and dexterity of the body in the use of its members, and secure the adoption of certain useful forms of skill, particularly with reference to future service in the army of the Fatherland. Throughout the entire course of instruction, simultaneously with increase of health, strength, and control of the body, it is essential to secure as cooperative factors freshness of spirit, self-confidence, and resolution—discretion as well as courage—not only to arouse and strengthen these in the children, but also to accustom them to quick apprehension and the accurate execution of commands and to teach them ready subordination to the purposes of a greater whole. This can only be attained when instruction in gymnastics is so divided, in accordance with a definite plan of instruction and careful preparation on the part of the teachers for each hour's instruction, that the material of instruction, through gradation and variety, shall insure the progress of all pupils.

The main subjects of instruction are divided into order movements, free movements, exercises with hand and fixed apparatus, and gymnastic games. Under the head of "The conduct of gymnastic instruction" we find the following remarks:

Gymnastic instruction, properly so called, as a rule should be given with the completed eighth year of life. Nevertheless it is incumbent on the teacher to pay attention to the bodily carriage of the children in the earlier years of school life and to stimulate and guide them in their games. Besides simple running games, the so-called imitation plays have a place in the lower classes.

Every gymnastic lesson should include order and free movements as well as apparatus exercises. Free movements in place should interchange with similar movements involving change of place. Care should be taken that during the period of exercise the trunk and the lower limbs are exercised. During the hour of instruction the single exercises should follow one another quickly and without

delay. Explanations and criticisms by the teacher should be concise and conclusive. Free and order movements, as well as exercises with hand apparatus, should always be made as common movements, i. e., simultaneously and in concert by all the pupils in the division at the command of the teacher.

Physical training constitutes an organic part of the course of instruction in the German elementary and secondary schools and is not looked upon as a substitute for recess or free play, whose valid claims are otherwise provided for. Fortunately for the German schools, the notion of abolishing recess or replacing it by gymnastics has not led German teachers or educational authorities astray. Furthermore, the aims and interests of school hygiene and school gymnastics are not confounded in thought or muddled in practice. Turnlehrer are not expected to act as health inspectors or school hygienists or vice versa, consequently school gymnastics and school hygiene are better organized and more effective in Germany than is commonly the case in this country.

Volksturnen, which began to revive after 1842, constitutes a peculiar and important department in German physical education and has been a potent factor in the development of school turning. Owing to their radical aims and traditions the turning clubs (turnvereine) were viewed with more or less suspicion by the Government till after the revolutionary attempts of 1848-1850 had spent their force. Much popular interest in turning was aroused by the first general gymnastic festival, which was held in 1860 to commemorate the downfall of Napoleon at Waterloo. In 1861 the leaders of the turners declared that the turnvereine should hold themselves aloof from questions of party politics and make the normal training of the body and the promotion of sociability their principal concern. In 1859 the turnvereine numbered 241; five years later they had increased nearly tenfold, with a membership of nearly 168,000. By 1896 the Deutsche Turnerschaft, embracing most of the gymnastic societies of Germany and Austria, had increased its membership to over 550,000, of whom fully half were active turners. The turnerschaft has a strong hold upon the affections of the German folk, in whose minds turning and the turning societies are associated with the part played by the common people in the struggle for freedom and unity. Jahn's instinct in appealing to the common people was a true one, as events proved. The turnvereine are in their way almost as distinctively centerpoints of the popular life of Germany as were the gymnasia centerpoints in Greek life, though it should be noted that the turnerschaft is largely recruited from such classes as were enslaved by the Greeks. Compared with German turning athletics in Great Britain and America are crude and primitive.

Peter Henry Ling, the founder of Swedish gymnastics, like Jahn and Spiess, was a son of a pastor and for a time a student of theology. He was born in the south of Sweden in 1776 and died in 1839. Like Jahn, he was a wandering student, ardently devoted to the study of the ancient literature and history of his country and keenly desirous to have his countrymen eschew imitation of foreign culture, particularly that of France. While a university student in Copenhagen, 1799-1804, Ling became enamored of fencing and gymnastics. In 1804 Ling was appointed fencing master in the Swedish University of Lund, where he remained eight years, engaged in teaching fencing and gymnastics and in lecturing on old Norse poetry and history. While at Lund he devoted much time to the study of anatomy and physiology for the purpose of securing a scientific basis for his instruction in gymnastics. In 1812 Ling was called to the post of teacher of gymnastics at the Royal Military Academy of Karlberg, near Stockholm. He accepted the call the more gladly because he had formed a plan for establishing a central institute at Stockholm for the further development of gymnastics, more particularly through the training of gymnasts, who should be thoroughly grounded in the theory and practices of their art. At first the Government looked coldly on

Ling's plan, but in 1813 it consented to the establishment of a Royal Central Gymnastic Institute and granted funds for its maintenance. In 1814 the institute was opened under the directorship of Ling, on the site which the institute has occupied ever since. In 1835 Ling retired from the military academy, but continued as director of the central institute till his death. Ling was a voluminous poet. In his complete works, amounting to more than 2,500 pages, less than 400 pages are devoted to gymnastics.

Ling held most comprehensive views with regard to gymnastics, declaring that they were capable of being made useful and beneficial to the whole nation, and ought not to be regarded as appropriate for specially interested individuals or clubs simply. His principal works on gymnastics were: (1) Regulations for Gymnastics to be Used in the Army, 1836; (2) Instructions in Gymnastics and Bayonet Exercises for Soldiers, 1838; and (3) The General Principles of Gymnastics, published by two of his pupils in 1840, after Ling's death.

The following extracts from the General Principles may serve to indicate Ling's point of view:

By theory of gymnastics we mean the doctrine of bodily movements in consonance with the laws discernible in the organism. * * * The four divisions of gymnastics are: (1) Pedagogical gymnastics, by means of which one learns to bring his body under the control of his own will; (2) military gymnastics, in which one seeks by means of an external thing, e. g., a weapon, or by means of his own bodily power, to subject the will of another person to his own will; (3) medical gymnastics, by means of which one seeks, either by his own proper postures or with the help of another person and by helpful movements, to diminish or overcome an ailment which has arisen in his body through its abnormal relations; (4) æsthetic gymnastics, through which a person endeavors to give bodily expression to his inner being, thoughts, or impressions.

Pedagogical gymnastics develop the innate endowments to unity among the parts of the organism. In military gymnastics unity is sought between the body and the weapon in relation to the expressions of an antagonist. By means of medical gymnastics one seeks to restore unity between the parts, which has been lost through their abnormal relations; and through æsthetic gymnastics the subject expresses the unity which exists between the mental and bodily being. Therefore all the principal divisions have a mutual interdependence; and gymnastics in which no regard is paid to the unity which should exist in and among the parts have no laws, but are simply based on whim or faction.

Ling appears to have been a fair anatomist and to have understood the laws of animal mechanics so far as they relate to the functions of the joints and the movements of the limbs; but his physiological theories were highly speculative, and can not easily be translated into the scientific terms of to-day. The works relating to gymnastics which Ling himself gave to the world were so extremely practical in their nature that one may be pardoned for wondering how far the curiously abstract views contained in the General Principles were written by Ling. It is certain that Ling was a conscientious, inspiring, and successful teacher of gymnastics, and that he was instrumental in winning warm and wide recognition of the educational and therapeutical value of systematized muscular exercise. His most considerable achievements were in military and medical gymnastics. School gymnastics, as a branch of public instruction in Sweden, do not appear to have become highly organized or generally adopted till years after his death. They have developed along lines marked out by Ling and derive many of their distinctive features from the peculiar conditions under which Ling was placed as an instructor of military cadets. The preponderance of army and navy officers among instructors and directors of gymnastics in Sweden may account, in a measure, for the comparatively slight development of popular gymnastics and athletics in that country, and for the rather limited vogue of Swedish gymnastics outside their fatherland.

Ling laid great stress on positions as distinguished from movements, and also emphasized the necessity of making all movements with ease and precision at the

word of command. He anticipated the common and class exercises of Spiess, and was the first to devise free movements as preparatory exercises for exercises on gymnastic machines. He subordinated exercises to the needs and nature of the body. One of the most valuable and important of the rules laid down by Ling is that all movements should be made so as to promote full, free, and deep breathing. Ling divided movements into head, trunk, arm, and leg movements. He arranged them in "tables" which were the prototype of the present Swedish "gymnastic day's order." His tables also exhibit "progression," another distinctive feature of Swedish gymnastics. As a teacher of military cadets and of officers in the army (who in turn were called upon to give instructions to their men), Ling was forced to eschew useless or random exercises, and to adopt a system of progression in the arrangement and succession of tables that would conduce to definite results without undue expenditure of time or the employment of elaborate or costly apparatus. Swedish gymnastics to this day bear witness to their semimilitary origin, and it is in military gymnastics that German and Swedish gymnastics most resemble each other.

In the Swedish, as in the German, universities gymnastic clubs and associations of a voluntary nature exist, but the Swedes have never developed a system of popular gymnastics, either at home or in foreign countries, which can be compared with the Volksturnen of the Germans. The semimilitary character and labored rationalism of Swedish gymnastics render them ill adapted to excite the imagination or win the affection of loosely organized clubs of boys and young men. But there is no system of gymnastics for securing the benefits of generalized physical training to the mass of the school population which surpasses the Swedish in the directness of its aims and the certainty of its procedures and results. On the whole, the Swedes have succeeded better than others in applying the principles of sound teaching in the conduct of school gymnastics. The secret of their success is to be found in the superior education and status of their teachers of gymnastics. British and American schoolboys, despite their larger opportunities for athletic sports, are rudely and poorly schooled in gymnastics in comparison with their Swedish and German compeers. So long as relatively low and antiquated professional standards prevail in the usual branches of secondary education in Great Britain and the United States one need not expect to find the physical education of the British or American schoolboy conspicuously sound in theory or eminently admirable in practice.

As has been intimated, the Swedes pay great regard to physiological considerations in the selection, management, and execution of gymnastic movements. Many forms of exercise which readily pass muster with others are rejected by the Swedes, who discard exercises that tend to constrict the chest, those that require holding of the breath, and those that produce more than momentary pressure on the larger vascular and nerve trunks. One of their most stringent and salutary rules is that all movements should help and never hinder full, free, and regular breathing. Marked stress is laid on precision and correctness in the execution of movements, though regard for form is not lacking in most systems of gymnastics worthy of the name. Swedish gymnastics surpass all others in the care taken in coordinating the exercises belonging to a single "day's order" (i. e., the group of movements prescribed for instruction or practice in a given period of time), not only with regard to each other, but also with regard to the "day's orders" which have been learned and the "day's orders" which are to follow. In the succession of day's orders the principle of "progression" is kept steadily in view for the purpose of developing power and skill, not merely or chiefly for the sake of orderly procedure or the economical use of time. By means of the "day's order" or table of exercises and the application of the principle of "gymnastic progression," which they have best worked out, the Swedes are enabled to order their school gymnastics (and their military gymnastics as well) from day to day,

from month to month, and from year to year in accordance with a definite plan and determinate results. Thus continuity is secured in the instruction, and the pupils, whatever their age or condition, are advanced from simple, easy, and absolutely safe exercises to exercises that are complicated, difficult, and even comparatively dangerous.

All exercises, whether by a full class or a section, are executed at the command of the teacher or squad leader. Exercises in concert, with a leader or memorized drills, have no place in the scheme. The Germans as well as the Swedes have outgrown the primitive practice, still somewhat common in England and the United States, of teaching gymnastics through memorized and musical drills. Indeed, it may be doubted if the progress of Swedish or German teaching was ever hampered by such inept and ineffectual methods. Progressive and genuine gymnastic training can not be secured by mere imitation en masse or by executing memorized exercises ad nauseam, even when the dose is sweetened with music. Change, variety, and progress must be had. The principle underlying "commanded gymnastics" is of fundamental importance in school gymnastics, although it can be carried to such an extreme as to reduce spontaneity and emulation, which are the life of athletics and popular gymnastics, to lowest terms. Even in free play and athletics the leader or captain is frequently if not usually given a place of more or less prominence for the purpose of direction or command.

Of course a gymnastic instructor should be able to show his class how to perform the exercises he prescribes, else his directions and criticisms will have little worth; but his opportunity for giving genuine instruction will be diminished if he habitually does the exercises in concert with the members of his class or devotes himself to counting time for them. In class exercises, at the word of command the attention of the individual pupil is concentrated chiefly on conforming his movement to an ideal movement revived in his memory by the descriptive part of the leader's command. Incidentally he endeavors to time his movements with those of his fellows. But in concerted exercises he is apt to fix his gaze upon the leader's movements and occupy his mind with keeping time and the run of the movements to follow. Musical drills and concerted exercises composed of memorized movements figure prettily enough in a parade or an exhibition; but no scheme of gymnastics in which such forms of exercise are suffered to predominate is worthy at this day to be classed among effective and comprehensive systems of physical education. It is marvelous to what extent school directors and even college faculties have failed to perceive the absurdity of teaching an entering class a twenty or thirty minutes' musical drill, to be repeated year after year until graduation.

Until comparatively recently school gymnastics in Switzerland, Austria, Belgium, Denmark, Italy, England, and even in France, have followed or resembled German school gymnastics in the main; but latterly in France, Denmark, and England, as well as in some parts of the United States, a tendency to adopt or assimilate Swedish methods has been manifest. Both German *turnen* and Swedish *gymnastik* have their own peculiar excellencies and limitations which reflect the personal and national traits of their inventors and exponents. Each has undergone modifications and improvements and is likely to be still further modified to suit new conditions. It must be admitted that the leaders of German gymnastics have shown more aptitude than their Swedish rivals in adapting themselves and their art to new demands and conditions. Besides the German and the Swedish there is no modern system of gymnastics entitled to be designated as national as regards its characteristics and proportions.

The rise of physical education in the United States has been slow and fitful. Its history, which presents a general parallelism to the course of the development of physical education in Europe, may be divided into periods as follows:

1. The period from the war of the Revolution to 1825. The claims of physical training received favorable mention from several critics of existing education in

the earlier part of this period. Toward its close the imagination of educational reformers was actively stimulated by European experiments and examples.

2. The period from 1825 to 1830, which was marked by active discussion and enthusiastic but short-lived experiments in lines suggested by foreign experience.

3. The period from 1830 to 1860, a period of reaction and quiescence, for the most part, though a renewal of interest became manifest toward its close.

4. The period from 1860 to 1880. In this period the present widespread athletic movement had its beginning, and a revival of interest in gymnastics took place, particularly in colleges and preparatory schools.

5. The period from 1880 till the present time, which has been signalized by active growth and diversified expansion in all departments of physical training. More has been accomplished in this period than in all the preceding periods taken together toward securing a place for physical training in the curriculum of the elementary schools, and unexampled activity has been shown in the erection of club, school, and college gymnasia and the establishment of athletic fields and city playgrounds. One of the most characteristic and praiseworthy features of this period has been the establishment of schools and courses for the normal training of teachers of gymnastics.

The prehistoric period of physical training in America, or the period in which writers and reformers were satisfied with recommending bodily exercises as worthy of a place in education, lasted into the first quarter of the nineteenth century. Even before 1800 influential and outspoken critics of what then passed for liberal education arose. Foremost among them were Benjamin Franklin, Benjamin Rush, both of Philadelphia, and both signers of the Declaration of Independence; Thomas Jefferson, its author, and Noah Webster, the lexicographer.

Doctor Franklin in 1743 drew up a scheme for the education of youth in Pennsylvania. He planned for the establishment of an academy, "if not in the town, not many miles from it; the situation high and dry, and, if it may be, not far from a river, having a garden, orchard, meadow, and a field or two." He recommended "that the boarding scholars diet together, plainly, temperately, and frugally," and "that to keep them in health, and to strengthen and render active their bodies, they be frequently exercised in running, leaping, wrestling, and swimming."

Thomas Jefferson in 1785, in a letter to a young man concerning his reading and studies, advised him to give two hours "every day to exercise, for health must not be sacrificed to learning; a strong body makes the mind strong." He expressed a preference for gunning and walking. "Games played with the ball and others of that nature are too violent for the body and stamp no character on the mind." In 1818, in his draft of a plan for a university in Virginia, he says: "We have proposed no formal provision for the gymnastics of the school, although a proper object of attention for every institution for youth. * * * The manual exercises, military maneuvers, and tactics generally should be the frequent exercises of the students in their hours of recreation. * * * Needing no regular incorporation with the institution, they may be left to accessory teachers, who will be paid by the individuals employing them, the university only providing proper apartments for their exercise."

Noah Webster seems to have been the first American of note to propose the institution of a college course of physical training. In an "Address to young gentlemen," dated Hartford, January, 1790, he says it should be "the buzziness of young persons to assist nature and strengthen the growing frame by athletic exercises. * * * When it is not the lot of a young person to labor in agriculture or the mechanic arts, some laborious amusement should daily be pursued as a substitute, and none is preferable to fencing. A fencing school is, perhaps, as necessary an institution in a college as a professorship of mathematics." He further rec-

ommends running, football, quoits, and dancing as suited to the needs of sedentary persons.

Doctor Rush, in an essay "On the amusements and punishments proper for schools," dated August, 1790, proposed that "the amusements of our youth shall consist of such exercises as will be most subservient to their future employments in life." The amusements he favored were "agricultural and mechanical employments," and he notes with approval that the Methodists in their college in Maryland "have wisely banished every species of play."

Quite naturally the most comprehensive schemes proposed for the physical education of American youth were of a military character. In January, 1790, President Washington transmitted to the first Senate of the United States a report from General Knox, the Secretary of War, recommending the enrollment and military training of all men between the ages of 18 and 60. His plan, which failed of adoption, called for the formation of "annual camps of discipline" in each State. In these camps "the advanced corps," composed of the "youth of eighteen, nineteen, and twenty years of age," was to receive its schooling in the art of war. It was provided that "no amusements should be admitted in camp but those which correspond with war." Evidently the correspondence between football and war, which in the eyes of certain of its modern admirers is one of its most laudable features, was not sufficiently clear in 1790 to elicit the commendation of General Knox, else he might naturally have approved it along with "the swimming of men and horses, running, and wrestling" as a means of rendering the bodies of his advanced corps "flexible and vigorous." Possibly he agreed with King James I of England, who in his "King's Book of Sports" had in 1618 characterized football as "meeter for lameing than making able;" but it is most likely that football "scrimmages" in 1790 partook less of the tactics of dismounted cavalry than in our own day. It is noteworthy that since the Boer war some Englishmen have openly doubted the validity of the alleged statement of the Duke of Wellington that the field of Waterloo was won on the playing fields of Eton College.

In 1817, in response to a suggestion from President Madison, a report was made to Congress upon the reorganization of the militia, in which it was recommended "that a corps of military instructors should be formed to attend to the gymnastic and elementary part of instruction in every school in the United States, whilst the more scientific part of the art of war should be communicated by professors of tactics to be established in all the higher seminaries." This scheme did not receive the sanction of law, either in 1817 or in 1819, when it was brought forward again. The credit for the first considerable successes in combining physical with mental training in America should be awarded to the United States Military Academy at West Point and to certain schools modeled on it while it was still young. Physical training at West Point has a continuous history of nearly ninety years, since the administration of Maj. Sylvanus Thayer as superintendent, to whose shaping influence the West Point course of instruction owes its most salient characteristics, began in 1817.

In 1818 Capt. Alden Partridge, Thayer's immediate predecessor at West Point, resigned from the United States Army, apparently for the purpose of attempting to reform the superior education of the country, whose defects, including an utter neglect of physical education, he vigorously criticised in his well-known "Lecture on Education." In 1820 Captain Partridge opened the "American Literary, Scientific, and Military Academy" at Norwich, Vt. In 1825, on the eve of his departure to Middletown, in Connecticut, where he started a similar seminary, he issued a card in which he claimed that at Norwich, his plan of "connecting mental improvement with a regular course of bodily exercises and the full development of the physical powers" had succeeded beyond his most sanguine expectations. Captain Partridge was directly concerned in the establishment or

rehabilitation of no less than six military academies, two of which were opened in 1853, the year of his death. It does not appear that the example of the military academies had any appreciable effect upon the public school system of instruction in any city or State of the Union. During the civil war military drill became popular as a means of physical education for boys in private schools and high schools. Since then there have been several exacerbations of military ardor, which have led to futile attempts to induce Congress and various State legislatures to sanction schemes for providing places in which ambitious veterans and militiamen should aid schoolboys to play at soldiers. Judging from the experience of France, England, and Germany, if the introduction of military drill should become general in the public schools, the experiment would most likely prove short-lived and disappointing. It is a most significant fact that in every first-class European army gymnastics, rather than the manual of arms, are employed to strengthen, supple, and "set up" the recruit.

Jefferson and Rush commended the use of tools as a form of exercise. Rush also favored gardening and agriculture as means of directing and training the rising generation. In accordance with the prevalence of such notions several farm, manual labor, and Fellenberg schools were started in various parts of the country prior to 1825.

In the early years of our second period a widespread interest in educational reform arose. In 1825 and 1826 physical education became a matter of almost epidemic interest in New England. Boston in particular was affected. The outburst was owing, in large measure, to contagion imported from abroad by exiles seeking asylum and employment; by scholars returning from foreign universities; by teachers fresh from pilgrimages to the wonderworking shrines of the new educational cult in Great Britain and on the Continent. Glowing accounts were multiplied by voice and pen of the revival of gymnastics in Europe, particularly in Germany, Switzerland, France, and England. At the same time physical education was vaguely conceived by many writers and lecturers as including pretty much everything that pertains to personal hygiene from the cradle to the grave. Physical education fired the imagination of reformers for a time, but so did monitorial instruction, manual training, vegetarianism, and phrenology.

The Round Hill School, established at Northampton, Mass., in 1823, and the high school, founded in New York City in 1825 by Dr. John Griscom, each introduced many features that were novelties in the education of American boys, but their most striking innovations were copied from Lencastrian, Fellenbergian, or Pestalozzian schools in Europe. In both schools physical training was accorded a place in such wise as to fix the attention and stimulate imitation by a host of pedagogical adventurers. Although a rude attempt at gymnastic instruction was made in the Monitorial School for Girls in Boston in the spring of 1825, the claim of Messrs. Cogswell and Bancroft, of Round Hill, that they "were the first in the new continent to connect gymnastics with a purely literary establishment" appears to be a valid one. The Round Hill gymnasium was opened in 1825. It was a turn-platz or outdoor gymnasium, laid out, fitted, and managed in accordance with the Jahn system of turning. Dr. Charles Beck, the "instructor in Latin and gymnastics" at Round Hill, where gymnastics flourished for some years, had been a pupil of Jahn's, it is said.

Harvard College started the first American college gymnasium in one of its dining halls in March, 1826, and later in the same season a variety of gymnastic machines were put up in the playground known as the "Delta." Doctor Follen, an instructor in German and a German exile, who was familiar with the Jahn turning, was the instructor and leader in gymnastics. The Boston Gymnasium, opened in the Washington Gardens October 3, 1826, with Doctor Follen as its principal instructor, seems to have been the first public gymnasium of any note in the

United States. Dr. Francis Lieber, who was warmly recommended by Father Jahn, succeeded Doctor Follen in 1827, Jahn himself having declined the invitation from the managers to assume charge of it. The patrons of the gymnasium, about 200 in number at its opening, rose to 400 in the first twelve-month, but dwindled to 4 in the second, it is said. A contemporary observer declared "no talent could keep the gymnasium alive after the novelty had ceased, and some of the gymnasts had been caricatured in the printshops." Gymnastic grounds were established at Yale in 1826, and at Amherst, Brown, and Williams in 1827, and fully a dozen schools, mostly in New England and New York, proffered to follow the example set by Round Hill and Harvard. Beck, Lieber, and Follen became college professors; the aims of gymnastics were not fully grasped, competent instructors were lacking, no one knew how to produce them, and so the whole movement lapsed into neglect and forgetfulness within five years of its beginning.

Between 1830 and 1860 there was no general or extensive revival of interest in gymnastics, and athletic sports led a feeble and inconspicuous existence; but a crusade for popularizing the doctrines of physiology and hygiene set in which served to perpetuate the essential spirit of the period 1825-1830 and to prepare the way for the gymnastic revival that occurred just before the war broke out. This crusade, which had its beginnings at least as early as 1825, was greatly stimulated by the books and lectures of the phrenologists Spürzheim and George Combe, who aroused much interest among teachers, parents, and even medical men in the claims of their pseudo-science as the foundation of a natural and health-giving system of education. Through the multiplication of popular manuals of physiology, which usually contained much hortatory matter on physical education and sometimes set forth rules for gymnastic and "calisthenic" exercise, the general public came to entertain the notion that serviceable and disciplined bodies were much to be desired and that some sort of school machinery ought to be provided for the purpose of securing them. Soon after the collapse of the gymnastic movement a considerable party, including many benevolent and influential persons, arose which favored manual labor in preference to gymnastics. Between 1829 and 1835 very many enthusiastic attempts were made throughout the Atlantic and the then Western States to provide college and seminary students with facilities for gaining health, amusement, and money by means of agricultural and mechanical labor. The movement did not lead to conspicuously encouraging educational or pecuniary results.

This period was signalized by an unexampled interest in elementary education, which resulted in the rapid multiplication of common schools in the newer parts of the country and in radical improvement, as respects their organization and administration, of the public schools of the Eastern and Middle States. The educational literature of the time teems with articles, resolutions, and reports of discussions relating to physical education in the sense of personal and school hygiene—witness Barnard's Journal, the Proceedings of the American Institute of Instruction, the reports of Horace Mann, and a considerable list of text-books of physiology and manuals of calisthenics, etc. Both in the field of discussion and authorship, teachers as well as physicians played an active part. Hitherto the interest of teachers in physical education had been rather languid and vague.

While discussion was still rife in the United States, Dr. E. Ryerson, chief superintendent of schools in Upper Canada, supplemented his recommendation of gymnastics (contained in his report of 1846) by issuing a semiofficial manual of free and apparatus gymnastics, and promised governmental aid toward the purchase of apparatus for use in the public schools. When, in 1852, the new normal school for Upper Canada was opened, a gymnasium, in charge of "a master of the art of gymnastics," formed a part of its equipment. This was a year before the Boston school committee enacted the following rule: "The mas-

ters, ushers, and teachers in the grammar and writing schools shall so arrange the daily course of exercises in their respective classes that every scholar shall have daily, in the forenoon and the afternoon, some kind of physical or gymnastic exercise." Probably this rule was passed in deference to views expressed by Mr. Nathan Bishop, first superintendent of schools in Boston, in his first and second reports. In his second report, that of 1852, Mr. Bishop declares that "every plan of classification in which the children have not frequent opportunities for practicing physical exercises suited to their tender ages must be essentially defective," and he goes on to describe, in general terms, what he considered "a well-arranged series of exercises to call the muscles of the chest and limbs into healthful play." There is reason for thinking that Mr. Bishop had been instrumental in 1842 in promoting free gymnastics in the public schools of Providence, R. I., where he was then superintendent of schools. Mr. Bishop, it may be remarked in passing, was the first man in the country to be appointed a superintendent of schools.

After the failure of the revolutionary attempts of 1848 in Germany, there was a large influx of German Liberals into this country. Wherever the German immigrants settled in numbers turnvereins quickly sprang up. Thus a new factor, destined in later years to exercise a large influence in the development of American physical training, was introduced. In the North American Turnerbund, which for over half a century has been the largest, most widespread, and efficient gymnastic association in the country, we have a genuine and vigorous offshoot from the German stock, but American educationists practically ignored its existence for more than a generation.

We have abundant evidence that there was a new and increasing interest in gymnastic and athletic forms of exercise in the latter half of the decade ending in 1860. Such evidence is to be found in efforts to raise funds for the building of school and college gymnasias, in the increased adhesion of collegians and others to rowing and ball matches, in the instant popularity accorded the Tom Brown books, and in the prominence given to topics relating to physical education in general and school gymnastics in particular by speakers at teachers' conventions, by the conductors of educational journals, and by superintendents of public schools.

The time was ripe for a new movement, and in 1860 it broke out. Diocletian Lewis, usually called "Dr. Dio Lewis," is popularly considered a sort of gymnastical Peter the Hermit, to whose preachings and teachings the crusade of the new gymnastics was chiefly due. Most certainly he was an extremely active, fluent, and conspicuous evangelist; but his main service, as regards gymnastics, lay in the assiduity and shrewdness with which he raked together the embers and fanned the flames that had been kindled by others. It is evident that the gymnastic revival of 1860 grew out of the movement for disseminating knowledge of the laws of health and the consequent desire to have them effectually applied in the management of the public schools. The gymnastic revival may be said to date from the meeting of the American Institute of Instruction in Boston in August, 1860, at which Dio Lewis, who had recently established a gymnasium in the city, won a signal triumph for his "new gymnastics," which were unanimously pronounced "eminently worthy of general introduction into all our schools and into general use." Dio Lewis was singularly adapted, by reason of his energy and enthusiasm and his gifts as a lecturer and writer, to command popular attention and create a following.

For some years before his advent in Boston he had traveled extensively in the Southern and Western States as a week-day lecturer on physiology and hygiene and as a Sunday orator on temperance. Moreover, he had acquired some familiarity with German gymnastics and had unbounded confidence in himself as an

adapter of old and an inventor of new forms of exercise. His doctrines and methods, which were novelties and seemed original to most of his followers and imitators, spread rapidly over the country, and, if certain eulogists of his system are to be credited, even into "Europe, Asia, and Africa." Teachers and school managers, particularly in New England, showed unprecedented interest for a time in the "new gymnastics," which seemed destined soon to form a part of the curriculum of the public schools of the more progressive cities of the country, as well as in a multitude of private institutions. For instance, the school board of Cincinnati in 1861 and that of Boston in 1864 formally adopted schemes looking to the general introduction of instruction in gymnastics into their public schools; but these schemes, and most others like them, soon proved illusory and impracticable owing to a variety of reasons that it would be tedious to recount here. In Boston, where a special committee of the school board in 1860 recommended the adoption of the "Ling free gymnastics," vocal culture and military drill obtained the upper hand.

Dio Lewis achieved praiseworthy results by convincing the public of the utility of "light gymnastics;" i. e., exercises with hand apparatus and by popularizing school and home gymnastics for children of both sexes. Possibly his most considerable contribution to the cause of physical education was the establishment in 1861 of the Boston Normal Institute for Physical Education, which he "presumed to be the first ever established to educate guides in physical culture." That was a presumptuous statement, inasmuch as the Prussian Government had maintained a normal school of gymnastics in Berlin since 1851, the Royal Saxon Normal School for Teachers of Gymnastics, in Dresden, had existed since 1850, and the Royal Central Gymnastic Institute, of Stockholm, dated from 1814. The Boston Normal Institute had two terms a year, of ten weeks each, and in the seven years of its continuance 421 persons were graduated from it.

The civil war checked educational reform, and the interest excited by the gymnastic revival soon spent its force or was transferred to military forms of drill and exercise. In the year 1860 the colleges of Harvard, Yale, and Amherst erected gymnasium buildings, but their example aroused but little emulation in other colleges until after the close of the war. Amherst College, in 1860, established a department of hygiene and physical education. Dr. Edward Hitchcock, sr., has served continuously as professorial head of the department since 1861. He introduced a system of periodical physical measurements which served to excite the interest of the students and as a criterion of their progress in growth. The main feature of the Amherst system of physical education was, and is still, a memorized musical drill with light dumb-bells and marching exercises. Prior to 1880 Amherst's example in making gymnastics a compulsory part of college work had but little effect upon the other colleges of the country.

The building of college gymnasia was resumed after the close of the war, when a large contingent of young men who had been subjected to strenuous physical training in the Army entered the preparatory schools and colleges. The influence exerted by this contingent in reviving and developing an interest in physical training was far more potent in the department of athletics than in that of gymnastics. Baseball and rowing, followed by football, developed rapidly and led to the multiplication of intercollegiate contests. The inadequacy of the facilities afforded by the older gymnasia for the indoor training of crews, teams, and individual aspirants for athletic honors had much to do with inaugurating a new era of gymnasium building and with improving the organization and conduct of the departments of "physical culture" in the leading colleges for both sexes, and indirectly aroused an imitative spirit in some preparatory schools. This era opened in 1879-80 with the completion of the Hemenway Gymnasium at Harvard University. This gymnasium, for whose erection and equipment Mr. Augustus

Hemenway, of Boston, a graduate of Harvard in 1876, had given the sum of \$115,000, surpassed in size, magnificence, and convenience any of the gymnasia then to be found in the country.

Since 1880 millions of dollars have been spent on new gymnasia, most of which have been modeled more or less closely upon the Hemenway Gymnasium. To Dr. D. A. Sargent, the director of the Hemenway Gymnasium since its opening, we owe the invention of the system of "developing gymnastics" which bears his name, and has been adopted very generally in the gymnasia of the colleges, the Young Men's Christian Associations, and the athletic clubs of the country. The Sargent gymnastic machines, numbering nearly sixty, employ the so-called "pulley weights," in variously modified combinations, so as to call certain groups of muscles into action in a special way. By the use of these machines one can exercise the muscles of his back, loins, thigh, forearm, or hand as his own taste or the advice of his instructor may dictate. The director of every gymnasium conducted in conformity with the Sargent system habitually and repeatedly makes a careful physical examination of each person under his charge, on which he bases his prescription of such exercises as will tend to remedy defects and promote symmetrical muscular growth. In many respects the Sargent developing gymnastics resemble the system of "mechanical-medical gymnastics" devised by Doctor Zander, of Stockholm, in the early seventies. Like the Zander gymnastics (whose vogue is chiefly European), the Sargent gymnastics are dietetic rather than essentially educative in their aims, and most of the Sargent machines are not adapted to meet the requirements of class gymnastics; therefore most well-equipped gymnasia nowadays are furnished with heavy apparatus of the very kind that Dio Lewis professed to have driven from the field. The idea of scientifically directing and controlling gymnastics and athletic training is admirable and practicable; but the effect of using the Sargent apparatus stops short of muscular development in its higher sense, since by means of "pulley weights" it is possible only to enlarge and strengthen the muscles without teaching skill and discrimination to the nerve centers which animate the muscles. The innovations and improvements associated with Doctor Sargent's name and the growth of the custom of giving the direction of college gymnasia to medically trained men have done much toward securing a quasi recognition of physical education and its representatives from the exponents and devotees of "liberal studies."

The completion of the Hemenway Gymnasium and the induction of Doctor Sargent as its director in 1879 gave a great impetus to the improvement of existing gymnasia and to the erection of new ones, while the rapid spread of the Sargent system of developing exercises led to a general reform in the organization and management of the department of physical education in very many colleges and fitting schools for both sexes and in those belonging to the Young Men's Christian Associations. The organization of athletic clubs, having elaborate and costly buildings and extensive playing fields, soon became the fashion. At present athletic fields are considered quite as essential as gymnasia in the collegiate and scholastic world. The growing demand for municipal playgrounds, bath houses, and gymnasia is a characteristic and hopeful sign of the times.

As a class the colleges are not likely to revert to their primitive and ill-advised custom of installing retired pugilists or broken-down athletes as directors of physical training. At the same time their advance has been but slow and halting beyond the methods of instruction adopted at Amherst a third of a century ago, and the Sargent idea of employing physical diagnosis and anthropometrical observations in connection with the use of developing appliances in the oversight and guidance of the physical training of students. Nevertheless gratifying progress has been made, more particularly in the last decade, in expanding and strengthening the teaching of gymnastics in the colleges.

In this connection honorable mention should be made of Amherst, Bowdoin, Brown, Columbia, Harvard, Haverford, Oberlin, Rutgers, and Yale. Certain colleges for women have adopted Swedish pedagogical gymnastics, notably the Woman's College, of Baltimore; Smith College, at Northampton, Mass.; Radcliffe College, at Cambridge, Mass., and the Drexel Institute, at Philadelphia, but Swedish gymnastics as such have had but meager success in effecting an entrance into colleges for men. This is not surprising, as comparatively few men have availed themselves of the courses offered by the normal schools, which profess to follow Swedish doctrines and traditions. In normal and private schools for girls, however, teachers of Swedish gymnastics are in fair demand. For the most part American gymnasia, excepting those belonging to the Turnerbund and those organized in conformity with Swedish principles, still fall short of conspicuous excellence as schools of physical training. This may be partly owing to the fact that the value of physical training as a pedagogical discipline has been overshadowed in the minds of school and college authorities by the obvious, but in many respects less important, hygienic effects of muscular exercise. At all events, the fact remains, with some notable exceptions, that our colleges and secondary schools have exhibited more skill and energy in the acquisition of appliances than they have in developing the science and art of physical education. Apparently, those who determine the policy in superior and secondary education have yet to learn that physical education has a history and is capable of being organized as a genuine department of instruction.

The best interests of rational and effectual physical training have suffered much in this country and still suffer from the disproportionate influence exercised by athletic ideals upon scholastic and collegiate youth, from the undue prominence accorded athletic contests and contestants by an uncritical public and an injudicious press, and from the feeble and unintelligent policy of the responsible leaders in educational affairs.

Quite naturally, athletics constitute the most popular and obtrusive branch of physical training, and the athletic movement possesses greater power and volume than any of the allied movements which have been revived or originated since 1860. The American gymnasium is a semioriginal creation that has been devised by the American architect to meet the expressed or fancied needs of the American athlete. All things considered, the athletic clubs, whose rapid increase in numbers has been one of the most notable features of the recent history of physical training, constitute the consummate and peculiar product of the athletic movement. There is nothing quite like them outside of America. They have done much toward developing the insensate spirit of rivalry, bordering on professionalism, which has wrought such mischief in school and college athletics but comparatively little toward developing the educational side of physical training.

It is not my purpose to disparage athletic sports, which, when wisely regulated, afford invaluable means of mental, moral, and physical training for boys and young men, but the element of display and competition is so inseparable from athletic aims and methods and proficiency in athletic specialties demands so much time and thought and requires such costly appliances as to preclude the general adoption of athletic sports as the principal means of securing the hygienic and educational ends of physical training for the mass of the school population, especially in urban districts.

Gymnastics, if rationally ordered and properly taught during the early years of school life, afford the best preparation that an aspirant for athletic honors can have. Aside from the question of expense, there is no good reason for prolonging purely gymnastic drill to the exclusion of the higher forms of gymnastics and of outdoor sports after a pupil reaches the age of 15 years. When the managers of our high and preparatory schools shall have learned their business as regards

bodily training, they will, I believe, institute courses of instruction in gymnastics analogous to their elementary courses in languages and mathematics, so that their pupils shall be prepared to choose their athletic and gymnastic electives in quite the same way that they now choose their elective studies when the opportunity offers. When the schools do their duty in the premises, the colleges can give up the kindergarten and grammar school styles of physical education, and it will then be easier for them to solve the athletic problem. That question can not be solved satisfactorily till it is taken out of the hands of growing boys and professional or semiprofessional trainers and coaches.

Neither the colleges nor the athletic clubs of the country have earned the right to decide the question of what constitutes a well-ordered and practicable system of physical education for elementary and secondary schools. The more or less successful introduction of school gymnastics since 1884 by the cities of Chicago, Kansas City, Cleveland, Detroit, Denver, Indianapolis, St. Louis, Milwaukee, Cincinnati, St. Paul, Baltimore, San Francisco, Providence, Washington, New York, and Boston, through the action of their respective school boards, has been chiefly owing to the zeal and insistence of the advocates of the German and Swedish systems of gymnastics, who were prepared to speak with knowledge and to act with intelligence. In most of the cities mentioned German free and "light gymnastics" have been adopted in the lower grades, and a large number of the directors having charge of the work have been graduates of the seminary or normal school of the N. A. Turnerbund. Latterly, as new buildings have been constructed, a tendency to provide high schools and even grammar schools with specially fitted gymnasia has declared itself. In Boston, Worcester, Gloucester, Brookline, Cambridge, and a fair number of other cities in Massachusetts and New England Swedish gymnastics have been introduced, more or less completely, into the public schools. In Washington, New York, and Providence, and in other cities too numerous to mention, "mixed" or "eclectic systems" are in vogue. All this is indicative of progress of a sort, though school boards and superintendents have not yet reached a clear consensus of opinion as to the essential aims of school games and gymnastics and the best methods of securing their ends.

The promotion of school gymnastics has ever been one of the leading aims of the North American Turnerbund, whose seminar or normal school is the oldest in the country, but its efforts in that direction met with but slight success prior to 1884, at about which time the bund authorized the use of the English language in the training of its teachers. During the last generation the turnerbund has built up a flourishing system of gymnastic schools for the children of its members, and the experience thus gained—these schools should not be confounded with the turnvereine for men, by which they have been maintained—has at last been turned to some account by the school authorities of several cities where the voting strength of the German-Americans is great.

Unlike their Teutonic kindred, the Scandinavians of the country have made no general or effective propaganda for their national gymnastics. The rise of Swedish pedagogical gymnastics since 1888 has been due chiefly to private American initiative and support. While, as has been intimated in preceding pages, Swedish gymnastics have not attained wide popularity or general adoption, they have exerted a powerful and salutary, though often unacknowledged, influence upon the development of school gymnastics.

The gymnasium of the Woman's College of Baltimore, which was opened in 1888-89, was equipped with Swedish apparatus at the outset and has always been managed in accordance with Swedish principles. This was the first successful experiment in the adoption of Swedish methods on a large scale in the physical education of American youth. But Boston is rightly considered the most influential center in the country of the movement for promoting Swedish educational

gymnastics. This result, largely brought about in the year 1888-1891, is primarily due to the wisdom, generosity, and public spirit of the late Mrs. Mary Hemenway, of Boston, and secondarily to the adoption of the Ling gymnastics for the public schools by the Boston school board in June, 1890. Swedish free movements form a part of the daily instruction by the class teachers throughout the primary and grammar grades, and instruction in Swedish apparatus gymnastics is given regularly by special teachers in most of the Boston high schools for girls. The physical training of the high school boys of Boston is relatively undeveloped, owing to the preference shown to military drill.

Swedish free movements, since they can be practiced in the aisles of an ordinary schoolroom and do not require apparatus of any kind, appeal rather strongly to many school boards that are loath to adopt the relatively expensive policy of providing gymnasia and gymnastic appliances. Accordingly a considerable list of cities and towns might be compiled in which Swedish school gymnastics have gained a foothold—e. g., Cambridge, Worcester, Brookline, and Gloucester, in Massachusetts. It is doubtful if any large city in America has adopted Swedish school gymnastics in their entirety; that is to say, has actually provided adequate physical facilities in the form of gymnasia and apparatus for the gymnastic training of all classes of its school population in accordance with Swedish principles. It may also be said that in comparatively few cities and towns that have professedly adopted German or eclectic gymnastics is complete and adequate provision of gymnasia and apparatus to be found. This condition of things bears emphatic witness to the fact that in most cities of the country the physical training has not emerged from the experimental stage. Recently, however, school boards have shown a tendency to provide new schoolhouses with gymnasia. This is a distinctly encouraging sign.

The establishment in 1888, by Mrs. Hemenway, of the Boston Normal School of Gymnastics, which stands in the forefront among similar schools in the country, was an event of capital importance in the history of physical training in America, and takes rank alongside the gift of the Hemenway Gymnasium to Harvard University by her son, Mr. Augustus Hemenway. The course of study and training in this school has been widely influential in raising the standard of fitness for teaching school gymnastics. The number of private adventure schools devoted to the normal training of teachers of gymnastics has not largely increased since 1890, but the curriculum of most of them has been considerably expanded and strengthened, as is also the case with the public normal schools.

One of the most significant characteristics of the present movement for promoting physical training is found in the growth of the conviction, born of experience as well as of reflection, that teachers and directors of physical education need careful and thorough preparation for their work, and the measure of success attained by some of the normal and training schools devoted to the special teaching of the principles and practice of gymnastics that have been started or re-formed since 1880 affords ground for hope that the professional training of teachers of gymnastics will be more effectively organized in the future. In this connection special mention should be made of the Turnlehrer Seminar, maintained by the North American Turnerbund in Milwaukee; the physical department of the Y. M. C. A. Training School at Springfield, Mass.; Doctor Sargent's Normal School, at Cambridge, Mass.; Doctor Arnold's Normal School, at New Haven, Conn.; the Boston Normal School of Gymnastic, and the Pesce Normal School in Boston. Summer schools and courses, some of which are maintained by colleges, also abound, but as a rule the colleges and universities have done but little directly toward raising the standard of professional training for teachers of gymnastics and athletics. Women preponderate among the pupils and graduates of the existing schools for training teachers of gymnastics. How to redress the balance and render the field

attractive to a sufficient number of competent and well-educated men is a problem as difficult as it is important. Although the attempts of the responsible leaders in education have been less vigorous and successful than could be desired, it should be remembered that they have been confronted by an unusual number of puzzling and novel problems. While educational authorities are still groping their way toward clearer views and better methods of organization and administration in respect to physical training, there can be no question that substantial and gratifying progress has been made in the department of school gymnastics since 1880. We may confidently expect even greater progress in the next twenty-five years.

On the whole, the advancement of physical education in America has been greater in the past twenty-five years than in any other period of its history. Obviously the most striking and rapid expansion has been in the department of athletics. Strenuous and contentious sports appeal directly and forcibly to the instinctive yearning of growing youth for publicity and applause. The recrudescence of barbarism which has manifested itself in manifold ways in this country in recent years, notably in the influence attained by the sensational press, has served to stimulate the spread of athletics and render them one of the most obtrusive and profitable forms of popular amusement. The growing addiction of all classes to outdoor exercise and recreation has also tended to enhance the interest of old and young in games and sports, and has proved an influential factor in a widespread movement to provide the children and youth of congested urban districts with playgrounds, gymnasias, and bath houses. The passionate asceticism exemplified by the élite of the athletic world when "in training" has unquestionably had a laudable effect upon the imagination of the mass of scholastic youth who can not aspire to athletic prominence, and contributed to the dissemination among them of more sensible views and practices as respects regimen and exercise. As a result, student morals and hygiene have improved.

For the most part the athletic movement owes its characteristic features to its devotees and the public. Faculties and boards of trust have done comparatively little—and much of that little ill—toward shaping and guiding the movement. Hence the best interests of rational and effectual physical training have suffered much in this country, and suffer still, from the disproportionate influence of athletic ideals and customs upon schoolboys and collegians. Latterly, criticism of the evils of rampant athleticism has increased in force and volume. In certain quarters governing boards and "athletic committees" have shown courage and wisdom in their efforts to abate extravagance and professionalism. Should their example prove contagious, it is probable that a new and devoutly to be desired era of well-regulated athletics will set in and that the educational value of clean sport will be much more generally apprehended and effectively availed of than has hitherto been the case. When that day comes, gymnastics and athletics will reinforce and aid each other as they should and a long step forward be taken in the development of physical training.

The movement for the advancement of school gymnastics has slowly and fitfully but surely gained in force and volume with every new wave of interest in popular education. The extraordinary interest in the welfare of the public schools which swept over the country in the early nineties (which led to the introduction of many needed reforms and floated a variety of educational novelties into prominence), seems to have passed its flood, leaving many promising schemes to survive or perish as best they may. Physical training has had to compete for favor and funds with the kindergarten, manual training, nature study, and other less laudable objects. Owing to that competition and the conflicting views and divided counsels of the professed advocates and exponents of all sorts of systems of school gymnastics, as well as to the inadequate supply of competent teachers,

the general adoption of sound and practical gymnastic instruction in all grades of the public schools has not been attained. Still much has been gained in the field of discussion and of experiment. Not only more people, but more kinds of people, feel that no hopeful means of combating the untoward effects of school life upon the normal growth and development of the rising generation should be neglected. Consequently both the general and the educational public are disposed, as never before, to consider and even to admit the claims of physical training to a larger and more influential place in the public school system. Thus the way is being opened for clearer ideas as to the value and capabilities of the various forms of physical training, the character of the measures requisite to effectuate their ends, and the obstacles in the way of such measures.

Although discussion is less general and lively than it was ten years ago, it has improved in tone and become more intelligent, discriminating, and profitable—theories and practical measures are subjected to more patient and searching criticism than at any previous time. Then, too, experimentation in this field is more general and better directed than heretofore, and a greater readiness to ascertain and apply the teachings of experience is apparent both among school officials and teachers of gymnastics. Discussion and experiment are proceeding so soberly, patiently, and fruitfully that (though there has been little of startling or dramatic progress in the field of pedagogical gymnastics recently) there is no ground for apprehension lest there should be a reversion to the condition which was generally prevalent prior to 1885. The problems of the education of the city school child and the problems of physical training are inextricably connected and inter-related, and must be met. The penalties of avoidance and inactivity are so sure and speedy that hereafter complete or long-continued neglect of physical training in the leading cities of America may be looked on as an improbable event.

When we consider the progress made since 1880 and the characteristics of the present time, there seems a fair prospect that when the next tide of keen and general interest in popular education begins to flood the cause of sound physical training in both of its principal departments will be so quickened and advanced as to enter upon the stage of constructive development.

CHAPTER XVIII.

PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

References to preceding Reports of the United States Bureau of Education, in which this subject has been treated: In Annual Report, 1870, pp. 541-542; 1871, pp. 668-677; 1872, pp. liii-lvii, 820-887; 1873, pp. lxxxviii-xciv, 729-763; 1874, pp. lxxxvii-xcii, 753-793; 1875, pp. civ-cvii, 797-883; 1876, pp. cxxiii-cxxv, 777-779; 1877, pp. cxxxi-cxlii, 589-585; 1878, pp. cxvii, 599-600; 1879, pp. clvii-clviii, 618-619; 1880, pp. clxvi-clxvii, 738-741; 1881, pp. cci-cciv, 668-671; 1882-83, pp. clxxxv-clxxxviii, 694-699; 1883-84, pp. clxxxiii-clxxxiv, 724-737; 1884-85, pp. cccxix-ccxxx, 691-782; 1885-86, pp. 716-719; 1886-87, pp. 901-972; 1887-88, pp. 1031-1039; 1892-93, pp. 575-583, 691-1014; 1893-94, pp. 1503-1504; 1895-96, pp. 339-590; 1897-98, pp. 673-692; 1899-1900, pp. 633-719, 923-1165.

In special reports and circulars of information: 1876, Public Libraries in the United States of America, their history, condition, and management, Part I, edited by S. R. Warren and S. N. Clark, pp. xxxv, 1187; Rules for a printed Dictionary Catalogue, Part II, by C. A. Cutter, pp. 89; Circular of Information No. 1, 1880, College Libraries as Aids to Instruction, by Justin Winsor and Otis H. Robinson, pp. 27; Circular of Information No. 1, 1881, Construction of Library Buildings, by William Poole, pp. 26; 1881, Library Aids, by Samuel Green, pp. 10; 1886, Statistics of Public Libraries in the United States, pp. 98, reprinted from 1884-85 Annual Report; 1886, Special Report New Orleans Exposition 1884-85, pp. 650-655; 1891, Cutter's Rules for a Dictionary Catalogue, pp. 140; third edition, with corrections and additions, reprinted from the 1876 special report; Circular of Information No. 7, 1893, Statistics of Public Libraries in the United States and Canada (in 1891), pp. 213; 1893, Catalogue of A. L. A. Library of 5,000 volumes, for a popular library, pp. 592; 1896, Papers prepared for the World's Library Congress, held at the Columbian Exposition, pp. 691-1014, reprinted from Annual Report, 1892-93; 1897, Statistics of Public, Society, and School Libraries in the United States, and Library Legislation in the United States, being chapters viii and ix reprinted from the Commission's Report for 1895-96; 1901, Public, Society, and School Libraries, reprint of chapter xvii, Report for 1899-1900; 1903, Public, Society, and School Libraries, and Library Legislation, being reprint of chapter xvii, Report for 1899-1900, and chapter ix, Report for 1895-96.

STATISTICS FOR 1903.

Statistics collected by this Bureau in the latter part of the year 1903 show that there are in the United States 6,869 public, society, and school libraries having each 1,000 volumes or over. This is an increase of 1,486 in the number of libraries since 1900. The 6,869 libraries have an aggregate of 51,419,002 volumes, an increase of 9,827,151, or 22 per cent, since 1900.

The statistics of the 6,869 libraries will be found summarized in Tables 1 to 9 in the beginning of this chapter. Table 10 is a summary of the returns from 2,242 libraries of less than 1,000 but more than 300 volumes each, the aggregate number of volumes in these small libraries being 1,215,695.

Tables 11, 12, 13, and 14 are historical, showing the growth of public, society, and school libraries since 1875.

Public libraries are supported wholly or partly by public funds and are generally free to the public. Society libraries are maintained by societies, corporations, or associations, and derive their support from membership fees and dues, book rents, and donations. School libraries include all connected with public or private schools and colleges. These are variously supported, as may be seen by reference to the general list. Libraries owned by individuals and strictly private, not being in any way accessible to the public, are not included in the list. Libraries of private schools are generally free to the public for reference.

Table 1 gives by States and geographical divisions the number of libraries of 1,000 volumes and over reporting to this office in 1903, also the number of bound volumes and unbound pamphlets. The last three columns show the increase since 1900 in the number of libraries and the number of volumes and the per cent of increase in the number of volumes in each State.

The North Atlantic division has 3,006 of the 6,869 public, society, and school libraries of the United States and 27,805,930 of the 54,414,002 bound volumes, also 5,381,714 of the 9,314,943 unbound pamphlets reported.

New York alone has 924 libraries, with 9,079,863 volumes; Massachusetts 624 libraries, with 7,616,994 volumes, and Pennsylvania 491 libraries, with 4,580,312 volumes. These three States have nearly 30 per cent of the number of libraries and almost 40 per cent of the whole number of volumes reported by the whole United States.

The North Central division has 2,284 libraries, with 14,542,460 volumes. Illinois has 395 libraries, with 3,170,932 volumes, and Ohio 354 libraries, with 2,841,401 volumes.

The South Atlantic division has 548 libraries, with 6,925,022 volumes. The 90 libraries of the District of Columbia have 2,712,693 volumes. Maryland has 89 libraries, with 1,303,964 volumes, and Virginia 85 libraries, with 532,811 volumes.

The South Central division has 484 libraries, with an aggregate of 2,524,283 volumes. Kentucky has 85 libraries, with 532,018 volumes; Tennessee 86 libraries, with 454,762 volumes, and Texas 104 libraries, with 420,517 volumes.

The Western division has 547 libraries, with an aggregate of 3,521,257 volumes, California alone having 297 of these libraries, with 2,142,867 volumes. Colorado has 77 libraries, with 468,741 volumes.

The largest per cent of increase in the number of volumes since 1900 is shown for the South Central division, although the actual number of accessions was smaller than for any other division. The percentage of gain for this division was nearly 34, for the North Central nearly 30, for the Western division nearly 27, for the North Atlantic almost 19, and for the South Atlantic nearly 14.

Table 2 shows the number of libraries having reading rooms supplied with periodicals, the number of volumes reported as added during the year preceding the closing of this report, and the number of books issued. It is seen that 3,248 of the 6,869 libraries in the United States are supplied with an aggregate of 186,880 periodicals. The number of bound volumes added during the year by 4,464 libraries was 2,563,550.

Only 2,988 libraries reported the number of books issued for home use. This number aggregated 59,188,407 for the year. In 836 libraries 11,663,438 books were issued for use in the library.

As shown in Table 3, only 1,376 libraries own the buildings they occupy, 744 are in rented buildings, while 4,749 occupy buildings or rooms furnished free. These latter are nearly all libraries connected with schools, colleges, and other institutions.

The number of libraries supported by public taxation or appropriations is 3,148. Corporations, including private schools and societies, sustain 3,078 libraries; 227 are supported by donations, and 416 receive their support from various sources.

There are 2,875 libraries reported as free to the public, 2,952 are free for reference, and 1,042 are subscription libraries.

The number of circulating libraries is given as 477, those for reference only as 1,485. Libraries which are both circulating and reference number 4,907.

Table 4 attempts to give a general classification of the 6,869 libraries reporting. The classification is not entirely satisfactory, as most school and college libraries should also be classed as general. Some Government and State libraries are general and others are scientific. Many libraries supported by societies are also general. For practical purposes an inspection of the list printed in this chapter will prove more satisfactory than a general statement or summary.

Table 5 is a classification according to size. There are only 4 libraries in the United States having over half a million volumes each, 5 more have over 300,000 each, and 59 others have over 100,000 each. Between 50,000 and 100,000 volumes

there are 116, and 211 more above 25,000. There are 649 libraries having between 10,000 and 25,000 volumes, and between 5,000 and 10,000 there are 1,024 more. The number having 1,000 and over but less than 5,000 volumes is 4,810. Of the 6,869 libraries only 2,059 have 5,000 volumes or over.

Table 6 classifies the sources of income of 3,726 libraries. The amount received by 959 libraries from direct taxation for libraries was \$2,671,623. The largest source of income was State, county, and city appropriations, the aggregate of \$3,651,404 having been received for 1903 by 1,622 libraries. From endowment funds 707 libraries received \$1,196,657, from membership fees and dues 1,022 libraries realized \$396,077, from book rents 361 libraries received \$54,371, and from donations 899 libraries received \$692,168. The aggregate income of 3,726 libraries was \$10,059,858. Of this sum \$1,397,553 came from sources not stated.

Library expenditures are exhibited in Table 7. Books and pamphlets were purchased by 3,034 libraries at a cost of \$2,304,554; periodicals were supplied at a cost of \$305,197 to 1,980 libraries; 2,167 libraries paid \$3,603,572 for salaries, and 526 libraries paid rents amounting to \$255,881. The total expenditure of 3,630 libraries was \$8,633,265. Of this aggregate the sum of \$2,167,031 was for purposes not indicated.

Table 8 exhibits the value of property and endowment of all the libraries from which these items could be obtained. The aggregate money value of endowments reported by 729 libraries is \$31,077,728; the value of books and pamphlets owned by 3,060 libraries is estimated at \$39,476,064; the value of equipment, furniture, etc., of 2,180 libraries is \$3,370,328, while 866 libraries have buildings of their own aggregating in value \$39,303,952.

The Census Office estimates that the population of the United States in 1903 was 79,900,389. Table 9 will show that there are 11,632 people per library and that there are 68 books per 100 people, based upon total population, total number of libraries, and aggregate number of volumes.

In the North Atlantic division there are 126 books to each 100 people. Massachusetts has 256, New York 119, and Pennsylvania 69 books to each 100 people.

The South Atlantic division has 55 books to the 100 people, the largest proportion being in the District of Columbia, where there are 925 books per 100 people. Maryland has 105 books per 100, while Florida and West Virginia have 15 volumes per 100 population.

The South Central division has 17 books per 100 people, the lowest being 2 to the 100 in Indian Territory and the highest 23 to the 100 in Kentucky and Louisiana.

In the North Central division the number of books per 100 population is 53, North Dakota having the lowest, 19, and Ohio the highest, 66.

The Western division has 80 volumes per 100 population, the lowest being New Mexico with 22 and the highest California with 137 books to every 100 people. Only the District of Columbia, Massachusetts, New Hampshire, Connecticut, Rhode Island, and Vermont have a greater number of volumes in proportion to population than has California.

No special effort was made to secure returns from libraries having less than 1,000 volumes. Reports were received from several thousand of these small but useful libraries, and the returns from those having 300 volumes and over were tabulated. Table 10 is a summary of these reports. There are 2,242 libraries, with an aggregate of 1,215,695 volumes. Of these libraries, 864 are free, 1,216 free for reference, and 162 subscription. There are in this list 1,697 school libraries, 56 college libraries, 323 general libraries, all others numbering 166.

Statistics of libraries were collected by this Bureau in 1875, 1885, 1891, 1896, 1900, and 1903. Table 11 is historical, showing the number of libraries and the number of people per library for each of the years mentioned. In 1875 each library sup-

plied an average of 21,432 people, while in 1903 there was a library to every 11,632 people, showing that the number of libraries had increased twice as rapidly as the population.

Table 12 is also historical, showing the aggregate number of volumes and the number to each 100 people in the years mentioned. The increase in volumes in twenty-eight years has been at even a greater rate than the increase in number of libraries. In 1875 the libraries had 11,487,778 volumes, or 26 to the 100 population, while in 1903 there were 54,419,002 volumes, or 68 to the 100 people. While the population increased 83 per cent in twenty-eight years, the number of books accessible to the people increased 374 per cent.

Table 13 shows that from 1875 to 1885 there was an increase of nearly 69 per cent in the number of volumes in the libraries; in the six years from 1885 to 1891 the increase was nearly 34 per cent; in the five years from 1891 to 1896 the increase was a little more than 27 per cent; in the four years from 1896 to 1900 the increase was almost 35 per cent, while the last three years, from 1900 to 1903, show an increase of 23 per cent. The large per cent of increase from 1896 to 1900 (averaging nearly 9 per cent a year) was due to the stimulus given to library development by the benefactions to libraries of Andrew Carnegie.

Dividing the twenty-eight years into three periods, Table 14 shows that the increase in the ten years from 1875 to 1885 was nearly 69 per cent in the number of volumes; in the eleven years from 1885 to 1896 the increase was over 70 per cent, and in the seven years from 1896 to 1903 the increase was nearly 65 per cent.

The statistics in detail of the 6,869 public, society, and school libraries of 1,000 volumes and over will be found following the 14 tables of summarized statistics in this chapter. To obtain the information here given it was necessary to send out more than 20,000 blank forms of inquiry. The Office had a trial list of over 13,000 libraries, and returns were received from about 10,000 of these. After selecting the 6,869 having 1,000 volumes and over there were found 2,342 having over 300 but less than 1,000 each, while those remaining had less than 300 each. To several thousand libraries it was necessary to send a second request, and more than 1,000 reports were delayed until after the third request for information. Most of the libraries from which no information could be secured are undoubtedly very small. Several hundred important libraries which were reported to this Office in 1900, but not heard from in 1903, are retained in the list for this year.

Information relating to college and school libraries has appeared in every Annual Report of this Bureau since 1867, and periodically the detailed statistics of public, society, and school libraries have been published. The Annual Report for 1870 contained a list of 161 principal libraries, not including college libraries. The report for 1872 had a list of 1,080 libraries of 1,000 or more volumes. In 1875 a special effort was made to obtain the statistics of all libraries having 300 volumes and over. The list as printed in the Commissioner's report for that year included 3,648 libraries, and of these 2,939 had 1,000 volumes or more. This list was also printed in the large special report on libraries published by this Bureau in 1876, a volume of about 1,200 pages, under the title "Public Libraries in the United States of America: Their History, Condition, and Management."

In the Annual Report for 1884-85 was printed a list of 5,338 libraries having 300 volumes and over. Of these 2,988 had 1,000 volumes or more. This list was reprinted in a pamphlet of about 100 pages. A chapter of about 70 pages appeared in the 1886-87 report, devoted to "Libraries in the United States," including the statistics of 1,779 libraries.

In 1893 this Office published 20,000 copies of a circular of information of 213 pages, giving statistics of 3,503 libraries in the United States having 1,000 volumes and over. The information for this publication was collected in 1891.

This Office published in 1893, 20,000 copies of "Catalogue of 'A. L. A.' Library,

5,000 Volumes for a Public Library Selected by the American Library Association and Shown at the World's Columbian Exposition." Several subsequent editions of this 600-page report were printed.

The papers prepared for the American Library Association for its annual meeting held at Chicago in 1893, and read before the World's Library Congress at the Columbian Exposition, were printed in the Annual Report of the Commissioner of Education for 1892-93.

Cutter's Rules for a Dictionary Catalog was published by this Bureau in 1876 as Part II of the special library report for that year. Several revised editions have been printed since that date.

In the Report of this Bureau for 1895-96 were printed two important chapters on libraries. One contained the statistics of 4,026 public, society, and school libraries, and the other showed what library legislation had been enacted in the various States up to that time. A reprint of these two chapters was published in a separate pamphlet.

In the Report of the Bureau for 1899-1900 was published the statistics of public, society, and school libraries for the latter year, the list comprising 5,383 libraries of 1,000 volumes and over. This chapter was also separately printed, and in 1903 another edition of the same matter was published, together with the chapter on library legislation from the 1895-96 Report.

The report of the committee of the National Educational Association on the relation of public libraries to public schools was also printed in the Annual Report of this Bureau for 1899-1900.

TABLE 1.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

NUMBER OF LIBRARIES AND NUMBER OF VOLUMES.

State or Territory.	Libraries reporting.	Volumes.	Pamphlets.	Increase since 1900.		
				Libraries.	Volumes.	Percent in number of volumes.
1	2	3	4	5	6	7
United States	6,860	54,419,002	9,314,943	1,486	9,827,151	22.04
North Atlantic division	3,006	27,805,980	5,281,714	533	4,395,403	18.78
South Atlantic division	548	6,025,022	1,378,985	127	721,785	13.61
South Central division	484	2,524,283	402,584	110	637,552	33.79
North Central division	2,284	14,542,460	1,734,813	556	3,330,750	29.71
Western division	547	3,521,257	516,847	160	743,661	26.75
North Atlantic division:						
Maine	167	921,853	104,160	56	219,871	31.32
New Hampshire	169	900,296	145,332	26	176,736	24.43
Vermont	119	566,275	49,001	23	84,724	17.59
Massachusetts	624	7,616,994	1,360,982	53	983,709	14.83
Rhode Island	89	851,394	137,054	7	150,722	21.51
Connecticut	223	1,824,442	244,720	26	276,775	17.88
New York	924	9,079,863	2,373,429	206	1,583,354	21.12
New Jersey	200	1,464,551	216,523	46	313,777	27.27
Pennsylvania	491	4,580,312	620,513	90	605,735	15.24
South Atlantic division:						
Delaware	17	133,755	27,300	4	7,108	5.61
Maryland	89	1,303,964	174,522	9	128,711	10.95
District of Columbia	90	2,712,693	978,418	16	207,910	8.30
Virginia	85	532,811	40,266	21	43,165	8.82
West Virginia	37	152,893	13,700	14	52,401	52.14
North Carolina	84	374,778	60,124	27	89,527	31.39
South Carolina	54	362,653	50,375	15	106,082	41.35
Georgia	66	364,196	29,105	11	67,341	22.68
Florida	26	87,279	5,175	10	19,540	28.85
South Central division:						
Kentucky	85	582,018	48,906	9	156,289	36.71
Tennessee	86	454,762	76,496	9	62,541	15.95
Alabama	58	240,591	65,490	15	44,070	22.43
Mississippi	46	196,400	15,562	16	35,667	22.19
Louisiana	54	380,984	52,500	14	127,910	50.54
Texas	104	420,517	74,190	35	173,636	70.33
Arkansas	35	189,529	45,600	7	7,645	4.20
Oklahoma	11	50,282	20,640	3	25,576	103.52
Indian Territory	5	9,200	3,200	2	4,218	84.66
North Central division:						
Ohio	354	2,841,401	357,669	88	785,812	38.23
Indiana	197	1,175,945	74,181	53	183,756	18.52
Illinois	385	3,170,932	464,827	86	698,222	28.24
Michigan	234	1,586,709	58,704	41	288,001	22.18
Wisconsin	229	1,257,747	220,168	64	270,018	27.34
Minnesota	170	940,688	65,250	47	248,795	35.96
Iowa	223	1,100,011	111,393	63	255,640	30.23
Missouri	183	1,194,247	157,533	42	230,136	27.85
North Dakota	25	69,193	7,078	9	20,532	42.28
South Dakota	37	109,687	23,218	11	56,117	49.50
Nebraska	82	417,235	55,799	31	119,604	40.18
Kansas	145	679,205	139,623	41	164,087	51.85
Western division:						
Montana	31	203,210	42,489	17	94,291	84.25
Wyoming	9	57,315	15,650	1	14,086	52.52
Colorado	77	468,741	75,404	23	104,875	28.83
New Mexico	11	45,861	7,708	-----	17,629	63.57
Arizona	8	31,197	23,640	3	3,732	13.80
Utah	24	109,210	55,484	11	40,403	58.72
Nevada	5	35,644	100	a 1	a 30,940	a 46.47
Idaho	14	41,335	3,650	5	18,479	80.85
Washington	40	233,152	49,576	9	96,858	71.04
Oregon	31	152,225	52,340	7	23,228	18.01
California	297	2,142,867	230,806	85	361,009	20.26

a Decrease.

TABLE 2.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

NUMBER OF PERIODICALS, VOLUMES ADDED, AND BOOKS ISSUED.

State or Territory.	Periodicals.		Volumes added during the year.		Books issued for home use.		Books issued for use in library.	
	Libraries re- port- ing.	Number.	Libraries re- port- ing.	Number.	Libraries re- port- ing.	Number.	Libraries re- port- ing.	Number.
1	2	3	4	5	6	7	8	9
United States	3,248	186,880	4,464	2,563,550	2,988	59,188,407	836	11,663,438
North Atlantic division	1,430	78,829	2,104	1,228,041	1,625	31,405,232	410	4,424,825
South Atlantic division	236	23,966	275	242,356	119	2,600,592	45	761,008
South Central division	175	6,241	218	88,666	104	973,814	43	130,240
North Central division	1,146	59,789	1,501	795,894	914	19,736,027	260	4,981,564
Western division	271	18,055	363	208,593	223	5,074,742	78	1,356,891
North Atlantic division:								
Maine	77	2,496	118	37,015	87	968,214	14	45,991
New Hampshire	67	1,823	126	37,570	108	941,636	9	76,173
Vermont	50	1,739	90	28,134	72	556,294	6	24,351
Massachusetts	338	17,662	470	271,121	370	9,028,463	56	337,043
Rhode Island	44	2,612	68	35,525	62	631,266	6	79,757
Connecticut	119	5,379	151	89,889	117	2,176,256	15	80,963
New York	393	24,512	651	446,509	518	11,863,004	215	2,240,989
New Jersey	93	4,537	135	102,535	103	2,318,414	26	153,509
Pennsylvania	233	18,069	235	179,743	188	2,979,085	63	1,380,049
South Atlantic division:								
Delaware	7	324	14	9,600	6	236,274	3	1,128
Maryland	39	3,509	58	25,514	14	775,326	8	254,576
District of Columbia	47	14,701	55	132,867	17	361,541	19	388,716
Virginia	59	1,624	42	11,756	18	116,382	9	9,453
West Virginia	17	663	20	7,363	8	90,279	5	70,585
North Carolina	29	1,201	32	22,843	16	121,608	2	3,760
South Carolina	18	647	29	10,897	14	86,170	1	275
Georgia	31	981	35	15,914	23	209,769	6	22,075
Florida	9	316	10	5,542	3	3,243	1	500
South Central division:								
Kentucky	30	809	37	11,610	21	253,456	9	14,723
Tennessee	29	1,187	35	14,580	15	215,457	6	4,332
Alabama	18	665	21	4,721	10	40,900	3	3,500
Mississippi	29	446	18	3,949	9	21,512	4	3,721
Louisiana	20	1,079	28	10,175	12	119,585	7	76,806
Texas	38	1,269	52	29,776	24	245,368	8	14,918
Arkansas	10	317	18	6,312	8	22,260	4	3,280
Oklahoma	7	399	7	7,322	5	55,276	2	17,960
Indian Territory	3	70	2	230				
North Central division:								
Ohio	171	8,862	213	151,408	129	4,059,300	40	582,836
Indiana	101	4,228	111	52,937	81	1,553,163	28	444,730
Illinois	189	15,483	346	157,538	150	4,165,966	49	1,386,263
Michigan	118	5,430	153	71,183	105	2,138,891	36	1,479,664
Wisconsin	139	5,201	157	84,014	110	2,337,803	18	52,854
Minnesota	90	3,468	108	52,379	71	1,347,407	23	562,402
Iowa	130	5,254	154	89,098	117	1,476,803	15	77,742
Missouri	67	4,003	83	65,923	51	1,527,075	21	271,670
North Dakota	13	324	17	4,621	6	32,837	2	1,900
South Dakota	14	632	26	9,723	14	63,162	4	6,060
Nebraska	37	1,937	46	22,300	29	536,454	9	59,341
Kansas	77	4,967	87	34,760	51	497,166	15	56,102
Western division:								
Montana	21	1,695	22	18,351	16	345,702	4	33,721
Wyoming	4	194	7	2,708	5	72,547	3	12,327
Colorado	39	2,608	53	37,216	31	695,406	5	224,759
New Mexico	9	371	7	1,706	3	21,906		
Arizona	4	199	4	1,720	3	29,818	2	12,121
Utah	11	589	16	8,055	8	121,451	6	84,580
Nevada	2	101	2	1,227	2	9,000		
Idaho	8	302	9	3,305	4	29,284	3	6,635
Washington	20	1,075	24	24,434	15	371,450	7	59,599
Oregon	16	967	18	7,324	11	145,169	4	5,680
California	137	9,954	204	102,547	128	3,245,009	44	917,609

TABLE 3.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

SOURCES OF SUPPORT—CLASSIFICATION.

State or Territory.	Own, rent, or building furnished free.			Sources of support.				Free or subscription.			Circulating or reference.		
	Own.	Rent.	Furnished free.	By taxation.	By corporation.	By donation.	Combined sources.	Free.	Free for reference.	Subscription.	Circulating.	Reference.	Both.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	1,376	744	4,749	3,148	3,078	227	416	2,875	2,952	1,042	477	1,485	4,907
North Atlantic division	763	3-0	1,863	1,221	1,336	129	330	1,519	1,068	419	264	529	2,213
South Atlantic division	82	40	426	164	364	12	8	89	354	165	29	173	346
South Central division	46	31	497	159	317	14	14	113	267	104	11	130	343
North Central division	409	229	1,646	1,292	871	60	61	931	1,014	339	144	509	1,631
Western division	76	64	407	332	190	12	13	223	249	75	29	144	374
N. Atlantic division:													
Maine	49	23	85	53	71	12	31	80	52	35	26	29	112
New Hampshire	56	27	85	108	46	7	8	138	22	9	36	16	117
Vermont	49	29	50	48	53	1	17	76	23	20	20	13	86
Massachusetts	207	67	359	276	220	26	102	384	199	41	64	104	456
Rhode Island	25	16	48	46	27	1	15	59	18	12	13	12	64
Connecticut	73	22	123	80	117	13	13	111	75	57	29	45	149
New York	172	101	651	417	379	22	196	447	364	113	50	161	713
New Jersey	55	31	114	62	111	10	17	87	68	45	15	37	148
Pennsylvania	81	54	356	131	312	57	11	137	247	107	11	112	538
S. Atlantic division:													
Delaware	6	3	8	7	9		1	5	3		1	7	9
Maryland	13	6	70	15	71	2	1	13	58	18	9	27	53
Dist. of Columbia	4	15	71	46	43		1	16	69	5	3	52	35
Virginia	13	3	69	16	64	3	2	12	53	20	4	23	58
West Virginia	2	3	23	23	14			11	22	4		6	31
North Carolina	19	28	63	20	62	2		10	62	12	2	20	62
South Carolina	10	3	41	14	37	2	1	7	35	12	3	13	38
Georgia	12	4	50	15	48	2	1	11	34	21	6	17	43
Florida	3	2	21	8	16	1	1	4	18	4	1	8	17
South Central division:													
Kentucky	8	4	73	22	61	1	1	15	55	17	2	20	63
Tennessee	8	4	74	12	70	1	3	14	55	17		20	66
Alabama	7	4	47	13	42		3	9	29	20	2	19	37
Mississippi	4	7	35	18	28			13	27	6	2	24	25
Louisiana	5	2	47	12	34	5	3	22	26			19	35
Texas	8	6	90	38	57	5	4	23	56	25	5	19	80
Arkansas	3	2	30	12	21	2		9	14	12		9	26
Oklahoma	3	1	7	10	1			6	5			1	10
Indian Territory		1	4	2	3			2	2	1		2	3
North Central division:													
Ohio	65	30	259	160	161	21	12	125	170	59	16	87	251
Indiana	44	9	144	123	64	5	5	92	84	21	15	49	133
Illinois	71	49	275	207	172	10	6	137	195	63	24	102	299
Michigan	51	38	145	159	75	3	5	123	72	39	25	44	164
Wisconsin	43	25	161	156	45	3	5	130	91	8	11	27	191
Minnesota	19	11	140	116	49	1	4	81	70	19	12	26	132
Iowa	47	35	151	134	85	8	6	95	95	43	12	50	171
Missouri	25	11	147	63	107	1	12	41	106	36	3	53	117
North Dakota	3	2	20	18	7			12	8	5	2	5	18
South Dakota	4		33	25	12			10	22	5	1	9	27
Nebraska	15	4	63	46	30	3	3	35	36	11	1	27	54
Kansas	22	15	108	74	63	5	3	50	65	30	16	25	104
Western division:													
Montana	11	2	18	22	5	1	3	19	10	2	2	6	23
Wyoming	2	2	5	8	1			7	2			2	7
Colorado	11	9	57	46	26	2	3	22	40	15	5	21	51
New Mexico	2		9	7	4			4	5	2	1	5	5
Arizona	2		6	7	1			3	5		2	2	4
Utah	2	2	20	11	12	1		7	15	2	1	5	18
Nevada		2	3	3	2			1	2	2	1		4
Idaho	1	1	12	9	3			4	9	1	2	6	6
Washington	4	5	31	22	16		2	17	20	3	1	7	32
Oregon	4	4	23	9	21			1	10	11	2	7	22
California	37	37	223	183	99	8	2	129	130	38	12	83	202

TABLE 4.—Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.

GENERAL CLASSIFICATION OF LIBRARIES.

State or Territory.	General.	School.	College.	College society.	Law.	Theological.	Medical.	Government.	State.	Asylum, etc.	Young Men's Christian Association. ^a	Masonic.	Independent Order of Odd Fellows.	Other society.	Scientific.	Historical.	Garrison.	Mercantile.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States...	2,283	2,600	642	55	207	156	96	47	65	177	103	19	22	197	89	73	15	20
N. Atlantic div...	1,352	915	121	21	89	67	45	3	15	69	62	3	4	120	51	43	5	15
S. Atlantic div...	70	201	118	8	23	16	11	37	7	18	9	4	3	11	3	8	1	---
S. Central div...	60	255	130	9	10	7	6	1	9	12	9	4	1	8	1	---	3	---
N. Central div...	661	1,003	233	17	57	55	28	6	23	70	21	5	9	59	24	13	3	3
Western div...	140	256	59	---	28	11	6	---	8	8	5	3	5	8	10	3	4	2
N. Atlantic div.:																		
Maine...	100	25	7	---	16	2	1	1	1	3	---	---	---	6	1	3	1	---
N. Hampshire...	140	20	3	---	---	---	---	---	2	1	1	---	---	1	---	1	---	---
Vermont...	92	18	3	---	---	2	---	---	---	1	---	---	---	---	---	1	---	---
Massachusetts...	359	120	17	4	15	16	12	---	3	15	7	1	2	19	16	15	1	2
Rhode Island...	58	13	2	---	1	---	2	---	1	3	3	---	---	2	---	2	1	1
Connecticut...	126	53	6	1	3	6	2	---	2	5	5	---	---	6	4	4	---	---
New York...	257	422	36	2	29	20	16	1	---	23	23	1	---	60	17	9	2	4
New Jersey...	86	77	6	2	3	5	---	---	2	4	6	---	---	5	1	2	---	1
Pennsylvania...	124	167	41	12	22	16	12	1	2	14	17	1	2	19	12	12	---	7
S. Atlantic div.:																		
Delaware...	7	2	1	1	2	---	---	---	1	---	1	---	---	1	---	1	---	---
Maryland...	13	30	17	1	4	7	5	---	1	6	---	1	1	2	---	1	---	---
Dist. Columbia...	3	22	8	1	5	1	2	36	---	2	---	2	1	4	2	1	---	---
Virginia...	8	32	23	1	5	2	---	1	1	1	4	1	---	1	1	3	1	---
West Virginia...	4	24	4	---	2	---	---	---	---	2	---	---	---	---	---	1	---	---
North Carolina...	8	38	26	1	3	1	---	---	1	2	3	---	1	---	---	---	---	---
South Carolina...	9	16	16	1	1	4	1	---	1	2	1	---	---	2	---	---	---	---
Georgia...	13	25	16	2	---	1	3	---	1	3	---	---	---	1	---	1	---	---
Florida...	5	12	7	---	1	---	---	---	1	---	---	---	---	---	---	---	---	---
S. Central div.:																		
Kentucky...	9	45	16	2	1	2	---	---	2	2	---	1	1	3	1	---	---	---
Tennessee...	8	36	27	1	1	3	---	---	1	2	2	1	---	2	---	---	---	---
Alabama...	10	23	10	2	1	1	1	---	3	2	1	---	---	---	---	---	---	---
Mississippi...	3	22	13	3	1	---	---	---	1	2	---	---	---	1	---	---	---	---
Louisiana...	7	24	15	---	1	---	4	---	---	1	1	1	---	---	---	---	---	---
Texas...	17	48	26	1	3	---	1	---	1	2	3	---	---	1	---	---	1	---
Arkansas...	3	17	8	---	1	1	---	---	1	1	2	1	---	---	---	---	---	---
Oklahoma...	2	4	3	---	1	---	---	---	---	---	---	---	---	---	---	---	1	---
Ind. Territory...	1	1	2	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---
N. Central div.:																		
Ohio...	93	143	43	4	11	12	9	2	2	11	3	---	---	9	7	4	---	1
Indiana...	53	94	14	4	10	12	1	1	2	6	3	---	---	---	2	2	---	---
Illinois...	124	144	38	6	12	15	10	1	3	13	4	---	2	15	6	2	---	---
Michigan...	79	307	13	1	6	2	3	---	1	11	2	---	---	8	---	---	1	---
Wisconsin...	89	108	9	---	4	5	---	1	1	5	1	1	---	1	3	1	---	---
Minnesota...	34	105	10	---	2	6	3	---	3	4	---	---	---	1	1	1	---	---
Iowa...	86	86	28	---	3	3	---	---	5	7	1	2	4	4	3	1	---	---
Missouri...	18	93	32	1	5	7	1	---	1	4	3	---	2	10	3	1	1	1
North Dakota...	6	12	4	---	---	---	---	---	2	---	---	---	1	---	---	---	---	---
South Dakota...	7	20	7	---	1	---	---	---	1	1	---	---	---	---	---	1	---	---
Nebraska...	24	34	10	---	2	2	1	---	2	4	2	---	---	---	---	1	---	---
Kansas...	43	57	25	1	1	1	---	1	3	4	2	1	1	2	1	---	1	1
Western div.:																		
Montana...	15	9	2	---	1	1	---	---	1	1	---	---	---	---	---	---	1	---
Wyoming...	5	2	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado...	19	34	6	---	9	1	---	---	1	2	2	---	---	2	1	---	---	---
New Mexico...	2	4	2	---	1	1	---	---	---	---	---	---	---	---	---	---	1	---
Arizona...	2	3	1	---	---	---	---	---	1	1	---	---	---	---	---	---	---	---
Utah...	4	12	4	---	1	1	---	---	1	1	1	---	---	---	---	---	---	---
Nevada...	2	1	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---
Idaho...	4	7	1	---	1	---	---	---	1	---	---	---	---	---	---	---	---	---
Washington...	11	17	8	---	1	---	---	---	1	---	---	1	1	---	---	---	---	---
Oregon...	6	9	7	---	2	1	1	---	---	---	1	1	3	---	---	---	---	---
California...	70	158	17	---	11	6	5	---	2	3	1	1	1	8	8	2	2	2

^aIncluding some Y. W. C. A.

TABLE 5.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

CLASSIFICATION ACCORDING TO SIZE.

State or Territory.	Number of volumes to a library.							
	500,000 and over.	300,000 to 499,999	100,000 to 299,999	50,000 to 99,999	25,000 to 49,999	10,000 to 24,999	5,000 to 9,999	1,000 to 4,999
1	2	3	4	5	6	7	8	9
United States	4	5	50	116	211	649	1,024	4,810
North Atlantic division	3	4	23	61	112	260	497	2,016
South Atlantic division	1	-----	7	15	24	67	79	355
South Central division	-----	-----	1	7	6	41	66	363
North Central division	-----	1	14	28	54	204	310	1,673
Western division	-----	-----	5	5	15	47	72	403
North Atlantic division:								
Maine	-----	-----	-----	4	1	11	23	128
New Hampshire	-----	-----	1	1	3	12	22	130
Vermont	-----	-----	-----	1	3	8	12	95
Massachusetts	1	1	5	20	34	91	148	324
Rhode Island	-----	-----	2	1	3	9	22	52
Connecticut	-----	-----	1	6	7	17	41	151
New York	2	3	7	18	25	68	129	672
New Jersey	-----	-----	1	5	6	17	24	147
Pennsylvania	-----	-----	6	5	30	57	76	317
South Atlantic division:								
Delaware	-----	-----	-----	-----	2	1	2	12
Maryland	-----	-----	3	3	7	13	14	49
District of Columbia	1	-----	4	10	3	14	21	37
Virginia	-----	-----	-----	2	2	14	7	60
West Virginia	-----	-----	-----	-----	-----	4	5	28
North Carolina	-----	-----	-----	-----	3	4	11	66
South Carolina	-----	-----	-----	-----	4	8	6	36
Georgia	-----	-----	-----	-----	3	8	7	48
Florida	-----	-----	-----	-----	-----	1	6	19
South Central division:								
Kentucky	-----	-----	1	3	-----	9	8	64
Tennessee	-----	-----	-----	1	1	10	14	60
Alabama	-----	-----	-----	-----	1	5	7	45
Mississippi	-----	-----	-----	1	-----	1	3	41
Louisiana	-----	-----	-----	1	3	7	4	39
Texas	-----	-----	-----	-----	1	7	23	73
Arkansas	-----	-----	-----	1	-----	1	4	29
Oklahoma	-----	-----	-----	-----	-----	1	3	7
Indian Territory	-----	-----	-----	-----	-----	-----	-----	5
North Central division:								
Ohio	-----	-----	2	10	9	43	53	237
Indiana	-----	-----	1	1	8	20	32	135
Illinois	-----	1	2	5	14	46	49	278
Michigan	-----	-----	3	1	6	22	30	172
Wisconsin	-----	-----	2	1	2	18	32	174
Minnesota	-----	-----	2	2	2	7	27	130
Iowa	-----	-----	-----	2	3	20	29	179
Missouri	-----	-----	2	2	7	13	17	142
North Dakota	-----	-----	-----	-----	-----	1	2	22
South Dakota	-----	-----	-----	-----	-----	-----	10	27
Nebraska	-----	-----	-----	2	1	3	12	64
Kansas	-----	-----	-----	2	2	11	17	113
Western division:								
Montana	-----	-----	-----	-----	3	2	5	21
Wyoming	-----	-----	-----	-----	-----	2	3	4
Colorado	-----	-----	-----	1	2	10	10	54
New Mexico	-----	-----	-----	-----	-----	1	2	8
Arizona	-----	-----	-----	-----	-----	1	1	6
Utah	-----	-----	-----	-----	-----	4	3	17
Nevada	-----	-----	-----	-----	-----	1	1	3
Idaho	-----	-----	-----	-----	-----	-----	2	12
Washington	-----	-----	-----	1	1	3	4	31
Oregon	-----	-----	-----	-----	2	2	4	25
California	-----	-----	5	3	7	21	37	224

TABLE 6.—Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.

INCOME FROM VARIOUS SOURCES.

State or Territory.	From taxation directly for libraries.		Appropriations, State, county, or city.		From endowment funds.		From membership dues.		From book rents.		From donations.		From sources not stated.		Total income.	
	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.	Num-ber-re-port-ing.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
United States	959	\$2,671,628	1,622	\$3,451,404	707	\$1,196,457	1,022	\$396,077	361	\$94,371	899	\$692,108	\$1,397,553	3,736	\$10,059,858	
North Atlantic division.....	476	630,339	451	1,439,171	522	758,317	496	211,524	179	26,500	448	249,315	890,202	1,833	4,635,378	
New Hampshire	22	9,369	27	58,957	43	10,659	33	2,368	19	1,901	30	6,450	31,489	119	125,236	
Vermont	19	3,225	27	11,440	27	17,490	28	3,119	13	378	20	6,071	2,259	131	86,119	
Massachusetts	88	122,012	227	453,737	189	282,452	82	93,882	30	4,598	86	26,254	113,541	397	1,336,474	
Rhode Island	6	9,496	52	53,483	11	28,218	23	7,421	6	932	18	8,628	27,632	65	135,810	
Connecticut	28	32,145	61	89,408	62	89,198	56	20,749	17	592	44	12,190	111,133	140	355,845	
New York	239	227,844	356	663,603	83	143,689	127	91,257	38	12,512	145	135,551	343,944	550	1,568,380	
New Jersey	19	131,365	44	29,087	14	16,974	41	9,971	20	2,469	57	22,745	68,447	154	277,515	
Pennsylvania	22	71,081	30	304,632	58	147,683	64	37,850	20	2,553	47	19,566	118,447	225	701,832	
South Atlantic division.....	4	8,264	2	400	4	6,288	5	3,082	—	—	1	1,290	4,566	11	23,880	
Delaware	1	50	4	9,925	7	70,238	5	10,510	1	100	8	2,936	13,108	23	103,867	
Maryland	—	—	17	778,350	2	4,887	2	4,887	—	—	1	290	1,870	23	785,367	
District of Columbia	—	—	6	8,721	8	3,536	14	7,684	—	—	3	289	4,191	30	25,680	
Virginia	2	1,127	11	14,297	—	—	5	725	1	72	4	710	789	19	26,436	
West Virginia	—	—	2	3,000	1	360	11	3,994	2	274	10	25,938	4,545	30	38,051	
North Carolina	—	—	2	5,757	3	1,900	7	3,322	1	1,000	8	2,497	3,439	24	17,915	
South Carolina	—	—	7	11,820	1	211	14	4,416	2	47	10	3,490	5,516	37	25,615	
Georgia	1	175	3	3,800	2	750	3	140	3	50	3	281	717	10	5,738	
Florida	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
South Central division.....	2	2,075	4	15,275	2	460	11	3,810	1	173	5	986	7,452	31	304,731	
Kentucky	1	10,000	5	8,240	2	893	11	5,715	—	—	6	2,114	6,660	27	33,582	
Tennessee	—	—	4	3,167	2	1,550	11	3,633	3	42	4	600	1,611	23	10,693	
Alabama	—	—	4	4,231	1	—	1	3,637	1	380	4	135	1,925	19	7,308	
Mississippi	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Louisiana	1	80	3	11,360	2	11,940	4	5,375	2	92	7	740	3,537	16	33,084	

TABLE 6.—Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903—Continued.

INCOME FROM VARIOUS SOURCES—Continued.

State or Territory.	From taxation directly for libraries.		Appropriations, State, county, or city.		From endowment funds.		From membership fees and dues.		From book-rents.		From donations.		From sources not stated.		Total income.	
	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.	Num-ber-re-ported.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
South Central division—Cont'd.																
Texas	1	\$5,550	16	\$28,400	1	\$1,257	15	\$3,113	6	\$1,003	13	\$6,194	\$7,149	44	\$50,712	
Arkansas	2	4,779	4	5,025	—	—	8	1,632	1	135	5	832	3,008	13	8,158	
Oklahoma	—	—	1	50	—	—	2	130	—	—	1	25	6,973	8	16,783	
Indian Territory																
North Central division:																
Ohio	60	391,589	31	53,873	29	28,503	51	11,735	17	1,181	45	17,001	51,943	168	559,008	
Indiana	42	84,623	25	85,416	8	7,416	21	7,208	4	877	16	69,700	122,103	88	327,440	
Illinois	58	463,621	71	107,190	25	201,925	53	31,003	21	1,411	42	57,354	155,775	190	958,719	
Michigan	31	102,515	79	73,380	12	11,461	29	3,582	15	619	19	8,600	19,232	114	219,219	
Wisconsin	38	36,518	85	130,601	17	19,147	25	2,540	20	6,212	41	17,478	23,730	147	256,385	
Minnesota	26	194,004	52	62,376	9	9,688	21	2,629	8	305	19	2,903	32,201	104	211,732	
Iowa	58	107,383	30	43,353	15	7,562	50	4,953	20	695	36	173,440	23,890	163	372,200	
Missouri	12	133,631	20	22,379	6	1,734	19	12,562	11	8,424	22	2,680	62,088	103	302,963	
North Dakota	2	849	7	7,041	1	500	2	453	2	184	4	1,015	448	12	10,301	
South Dakota	6	7,504	8	2,865	1	200	5	852	3	382	5	2,511	583	21	11,927	
Nebraska	14	31,667	10	14,388	3	808	13	1,731	7	354	37	3,042	11,052	40	63,702	
Kansas	22	25,287	16	36,338	8	3,419	25	4,207	9	266	23	8,564	8,534	82	80,335	
Western division:																
Montana	10	40,807	7	12,186	—	—	5	351	1	11	3	438	5,235	20	59,028	
Wyoming	3	3,118	2	2,848	—	—	—	—	—	—	—	—	—	5	5,905	
Colorado	10	41,317	14	20,383	3	845	14	3,848	4	440	12	3,827	9,163	41	73,735	
New Mexico	2	3,300	1	7,000	—	—	—	—	1	80	—	—	50	3	4,030	
Arizona	1	1,729	4	7,187	—	—	—	—	—	—	—	—	—	5	8,012	
Utah	3	16,745	5	5,794	—	—	2	1,632	—	—	3	675	115	11	18,981	
Nevada	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Idaho	1	1,630	7	5,921	2	439	—	—	—	—	—	—	—	3	500	
Washington	7	51,905	6	17,255	—	—	9	3,108	3	1,398	3	800	650	9	9,900	
Oregon	1	8,302	4	6,375	—	—	3	318	1	285	3	2,287	1,112	22	80,215	
California	57	284,385	82	70,506	8	39,439	43	29,127	10	1,202	33	17,368	2,111	17	337,436	
													18,786	173	461,415	

TABLE 7.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

EXPENDITURE FOR VARIOUS PURPOSES.

State or Territory.	For books and pamphlets.		For periodicals.		For salaries.		For rents.		For other purposes.	Total expenditure.	
	Number reporting.	Amount.	Number reporting.	Amount.	Number reporting.	Amount.	Number reporting.	Amount.	Amount.	Number reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	3,064	\$2,304,554	1,980	\$305,197	2,167	\$3,603,572	523	\$255,881	\$2,167,061	3,630	\$8,636,265
N. Atlantic div.....	1,513	1,121,884	920	147,684	1,201	1,870,187	265	126,171	1,065,584	1,803	4,331,510
S. Atlantic div.....	159	223,336	114	26,848	93	519,595	14	3,454	255,582	201	1,029,165
S. Central div.....	125	52,648	89	6,732	62	58,133	13	3,635	31,003	161	152,151
N. Central div.....	1,016	703,728	691	93,388	658	970,593	182	98,593	595,883	1,178	2,465,128
Western div.....	251	199,908	166	30,545	153	184,764	52	24,085	219,000	287	653,311
N. Atlantic div.:											
Maine.....	87	31,705	60	4,579	62	27,393	24	3,272	28,872	114	95,731
New Hampshire.....	101	29,829	60	4,075	109	35,318	16	3,420	19,134	124	91,776
Vermont.....	63	16,715	36	2,436	59	14,613	19	1,153	15,076	79	49,993
Massachusetts.....	248	296,654	220	40,201	314	554,678	53	22,399	299,006	397	1,212,938
Rhode Island.....	48	28,293	20	3,388	43	48,964	8	2,696	22,565	52	105,906
Connecticut.....	104	78,566	80	9,750	103	98,361	18	1,053	135,748	138	323,473
New York.....	502	397,373	284	57,611	331	700,337	89	55,050	393,470	570	1,544,941
New Jersey.....	91	76,806	49	6,593	61	116,549	17	3,154	67,468	109	270,570
Pennsylvania.....	169	165,243	111	19,651	119	273,564	27	33,374	144,245	220	656,177
S. Atlantic div.:											
Delaware.....	5	4,318	4	771	6	6,843	1	100	7,439	7	19,471
Maryland.....	23	32,592	17	7,516	18	50,359	5	764	25,593	31	116,594
Dist. Columbia.....	30	142,474	12	11,276	12	429,437	2	620	200,282	36	784,089
Virginia.....	25	7,562	21	1,973	19	8,325	2	520	7,550	33	25,330
West Virginia.....	13	5,105	13	1,700	6	6,075	3	1,350	6,761	17	20,971
North Carolina.....	20	13,476	15	1,509	8	5,780	—	—	1,632	25	22,397
South Carolina.....	15	5,165	11	1,066	11	4,126	—	—	2,344	18	12,701
Georgia.....	21	9,067	16	1,147	9	8,413	1	120	4,192	25	22,969
Florida.....	7	3,627	5	490	4	537	—	—	19	9	4,673
S. Central div.:											
Kentucky.....	17	6,289	8	249	10	9,909	2	95	1,444	23	17,986
Tennessee.....	17	9,426	16	1,424	9	10,879	2	840	6,155	23	28,725
Alabama.....	19	5,625	13	1,262	9	6,130	3	111	923	23	14,051
Mississippi.....	13	3,640	11	397	6	629	1	600	2,897	19	8,163
Louisiana.....	15	7,246	11	1,540	5	12,297	—	—	7,685	18	28,768
Texas.....	27	13,560	22	1,289	12	11,624	3	1,527	6,755	35	34,755
Arkansas.....	10	2,566	3	146	7	3,386	1	162	1,584	12	7,844
Oklahoma.....	5	4,209	2	305	4	3,279	1	300	3,559	5	11,652
Indian Territory.....	2	87	3	120	—	—	—	—	—	3	207
N. Central div.:											
Ohio.....	139	106,201	88	12,141	97	202,291	20	24,887	132,696	135	478,216
Indiana.....	69	46,902	51	10,850	44	49,750	5	2,074	49,342	84	158,918
Illinois.....	160	151,895	113	26,794	115	282,046	33	31,274	190,822	192	682,831
Michigan.....	118	63,809	69	6,393	78	64,997	22	6,739	38,300	137	180,238
Wisconsin.....	128	82,714	99	8,445	93	104,635	31	7,136	43,982	143	256,912
Minnesota.....	89	61,563	60	5,049	44	66,442	13	4,132	45,897	101	183,083
Iowa.....	125	53,935	90	8,421	81	50,017	33	8,267	35,259	141	155,899
Missouri.....	55	72,767	33	8,453	29	84,959	6	8,202	40,009	63	214,330
North Dakota.....	9	2,059	5	251	6	2,572	1	287	2,928	10	8,097
South Dakota.....	19	5,624	13	922	9	2,705	—	—	975	20	10,226
Nebraska.....	33	26,877	24	2,249	21	25,601	6	606	6,033	41	61,416
Kansas.....	67	32,382	46	3,420	41	34,578	12	4,932	9,590	81	84,902
Western div.:											
Montana.....	15	11,855	13	2,314	14	24,363	4	1,125	10,910	19	50,067
Wyoming.....	4	2,866	2	418	1	900	—	—	3,000	5	7,184
Colorado.....	39	32,259	22	3,456	24	39,155	7	5,729	11,310	42	85,909
New Mexico.....	3	210	4	359	2	1,323	—	—	2,096	6	3,988
Arizona.....	3	2,550	2	320	—	—	—	—	42	3	2,912
Utah.....	9	6,015	6	929	4	6,702	—	—	1,840	9	15,586
Nevada.....	1	650	1	260	2	1,790	—	—	—	2	2,610
Idaho.....	5	2,436	3	245	4	1,980	1	120	1,140	6	5,921
Washington.....	13	31,543	16	2,795	16	24,918	4	2,785	9,465	23	71,506
Oregon.....	15	7,618	12	1,012	11	10,030	2	186	5,299	17	24,145
California.....	139	102,406	85	13,437	75	79,693	34	14,140	173,807	155	388,483

TABLE 8.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

VALUE OF PROPERTY AND ENDOWMENT.

State or Territory.	Permanent endowment funds.		Value of books and pamphlets.		Value of equipment, furniture, etc.		Value of library buildings.	
	Number-reporting.	Amount.	Number-reporting.	Amount.	Number-reporting.	Amount.	Number-reporting.	Amount.
1	2	3	4	5	6	7	8	9
United States	729	\$31,077,728	3,060	\$39,476,034	2,180	\$3,370,328	866	\$39,303,952
North Atlantic division.....	552	20,469,521	1,379	20,701,784	961	1,635,756	476	22,184,062
South Atlantic division.....	31	1,674,613	176	3,118,851	139	199,675	41	1,380,709
South Central division.....	10	368,750	178	1,466,438	121	121,683	33	1,304,641
North Central division.....	125	8,393,725	1,068	11,751,062	768	1,170,884	268	12,506,640
Western division	11	171,118	259	2,437,929	191	242,330	48	1,927,900
North Atlantic division:								
Maine	40	512,217	67	445,229	45	43,284	28	918,804
New Hampshire	39	225,418	63	305,058	49	26,400	36	712,200
Vermont	30	328,984	50	504,750	42	34,458	20	364,934
Massachusetts	192	6,556,823	277	3,914,814	189	457,886	126	4,468,221
Rhode Island	15	592,350	42	1,753,307	30	64,056	17	998,500
Connecticut	64	1,915,345	83	851,951	65	72,927	48	1,416,000
New York	94	6,994,237	522	7,805,694	360	577,669	116	6,484,462
New Jersey	17	323,010	86	789,004	59	120,377	35	1,648,450
Pennsylvania	61	3,021,137	189	4,391,977	122	258,759	50	5,172,491
South Atlantic division:								
Delaware	5	107,950	6	104,600	5	4,185	4	144,100
Maryland	6	1,313,100	30	1,281,776	20	15,485	3	80,000
District of Columbia	2	106,000	22	300,681	13	66,940	2	400,000
Virginia	7	49,363	30	709,196	20	27,118	7	258,500
West Virginia	1	35,000	13	73,100	12	13,330	2	136,809
North Carolina	1	500	19	78,400	17	17,495	3	79,300
South Carolina	4	24,200	21	220,571	19	9,532	8	52,700
Georgia	3	16,500	26	233,027	26	43,170	9	196,500
Florida	2	23,000	9	56,900	7	2,350	3	32,800
South Central division:								
Kentucky	2	42,000	27	254,566	15	10,710	6	461,500
Tennessee	3	24,750	25	217,614	17	36,647	4	181,641
Alabama	—	—	24	236,616	17	9,024	3	28,500
Mississippi	—	—	14	71,020	11	3,917	4	32,500
Louisiana	2	280,000	22	172,827	16	17,600	3	193,000
Texas	3	22,000	42	320,300	31	28,785	8	325,000
Arkansas	—	—	15	83,900	10	5,100	3	22,500
Oklahoma	—	—	6	86,095	4	9,900	2	60,000
Indian Territory	—	—	3	3,500	—	—	—	—
North Central division:								
Ohio	34	890,350	144	2,239,303	100	194,239	39	1,232,837
Indiana	7	178,185	94	891,590	69	78,207	26	847,900
Illinois	21	6,247,309	175	2,231,255	133	188,169	53	4,042,950
Michigan	15	244,253	122	1,350,496	88	73,131	27	923,300
Wisconsin	14	279,625	122	1,174,592	86	326,515	27	1,636,400
Minnesota	8	236,910	95	659,535	62	53,136	14	607,515
Iowa	10	229,085	107	779,418	80	68,569	31	1,012,024
Missouri	8	50,400	66	1,254,317	48	83,312	15	1,242,664
North Dakota	—	—	13	56,800	9	5,215	3	52,700
South Dakota	—	2,500	20	83,594	16	6,475	4	69,500
Nebraska	3	9,100	39	312,023	23	23,125	12	443,500
Kansas	5	26,000	71	718,134	54	70,991	17	345,350
Western division:								
Montana	—	—	16	238,864	14	51,787	8	213,600
Wyoming	—	—	5	39,400	5	4,280	2	52,000
Colorado	2	13,000	40	415,957	33	33,758	5	208,000
New Mexico	—	—	3	27,000	2	700	—	—
Arizona	—	—	5	30,305	3	1,200	2	37,000
Utah	—	—	13	90,300	8	6,750	2	25,700
Nevada	—	—	2	21,000	1	100	—	—
Idaho	—	—	7	23,950	6	1,500	1	2,000
Washington	1	1,000	16	133,237	11	18,055	4	277,250
Oregon	2	89,068	17	236,540	12	7,060	1	160,000
California	6	68,050	135	1,181,376	96	117,140	23	952,350

TABLE 9.—*Summary of statistics of public, society, and school libraries of 1,000 volumes and over in 1903.*

DISTRIBUTION OF LIBRARIES AND VOLUMES.

State or Territory.	Libraries.	Volumes.	Census Office estimate of population in 1903.	Number people per library.	Number books per 100 people.
1	2	3	4	5	6
United States	6,869	54,419,002	79,900,389	11,632	68
North Atlantic division.....	3,006	27,805,980	22,149,788	7,366	126
South Atlantic division.....	548	6,025,022	10,931,970	19,949	55
South Central division.....	484	2,524,283	14,941,636	30,871	17
North Central division.....	2,284	14,542,460	27,490,996	12,066	53
Western division.....	547	3,521,257	4,394,999	8,035	80
North Atlantic division:					
Maine.....	167	921,853	702,875	4,209	131
New Hampshire.....	169	900,296	422,109	2,498	213
Vermont.....	119	566,275	347,007	2,916	163
Massachusetts.....	624	7,616,994	2,974,021	4,763	256
Rhode Island.....	89	851,394	454,629	5,108	187
Connecticut.....	223	1,824,442	956,789	4,291	191
New York.....	924	9,079,863	7,659,814	8,290	119
New Jersey.....	200	1,464,551	2,016,797	10,084	73
Pennsylvania.....	491	4,580,312	6,606,747	13,456	69
South Atlantic division:					
Delaware.....	17	133,755	189,878	11,169	70
Maryland.....	89	1,303,964	1,231,739	13,840	105
District of Columbia.....	90	2,712,693	293,217	3,258	925
Virginia.....	85	532,811	1,619,163	22,578	27
West Virginia.....	37	152,893	1,021,106	27,557	15
North Carolina.....	84	374,778	1,976,571	23,531	19
South Carolina.....	54	362,653	1,397,067	25,872	26
Georgia.....	66	364,196	2,336,404	35,400	16
Florida.....	26	87,279	566,885	21,803	15
South Central division:					
Kentucky.....	85	582,018	2,230,619	23,243	26
Tennessee.....	86	451,762	2,065,223	24,363	22
Alabama.....	58	240,591	1,923,284	33,160	12
Mississippi.....	46	196,400	1,629,771	35,430	12
Louisiana.....	54	380,984	1,460,237	27,041	26
Texas.....	104	420,517	3,285,474	31,591	13
Arkansas.....	35	189,529	1,366,119	39,632	14
Oklahoma.....	11	50,282	435,285	45,026	10
Indian Territory.....	5	9,200	455,624	91,125	2
North Central division:					
Ohio.....	354	2,841,491	4,302,800	12,155	66
Indiana.....	197	1,175,945	2,614,223	13,270	45
Illinois.....	395	3,170,932	5,117,036	12,955	62
Michigan.....	234	1,586,709	2,510,647	10,729	63
Wisconsin.....	229	1,257,747	2,155,441	9,412	58
Minnesota.....	170	940,688	1,857,462	10,926	51
Iowa.....	233	1,100,011	2,336,484	10,028	47
Missouri.....	183	1,194,247	3,227,214	17,635	37
North Dakota.....	25	69,193	357,594	14,304	19
South Dakota.....	37	109,087	443,927	11,998	25
Nebraska.....	82	417,295	1,098,139	13,392	38
Kansas.....	145	679,205	1,469,939	10,138	46
Western division:					
Montana.....	31	206,210	277,102	8,939	74
Wyoming.....	9	57,315	191,525	11,281	56
Colorado.....	77	438,741	574,030	7,455	82
New Mexico.....	11	45,361	205,819	18,711	22
Arizona.....	8	31,197	133,358	16,667	23
Utah.....	24	109,210	295,404	12,308	37
Nevada.....	5	33,644	40,829	8,166	82
Idaho.....	14	41,935	183,738	13,124	23
Washington.....	40	233,152	581,626	14,541	40
Oregon.....	31	152,225	437,302	14,107	35
California.....	297	2,142,867	1,564,286	5,267	137

TABLE 10.—*Summary of statistics of public, society, and school libraries of 300 volumes and over, and less than 1,000 volumes, in 1903.*

LIBRARIES, VOLUMES, AND CLASSIFICATION.

State or Territory.	Libraries.	Volumes.	Free or subscription.			Classification.			
			Free.	Free for reference.	Subscription.	School.	College.	General.	All others.
1	2	3	4	5	6	7	8	9	10
United States	2,242	1,215,695	864	1,216	162	1,697	56	323	106
North Atlantic division.....	647	374,317	259	348	40	410	4	175	58
South Atlantic division.....	126	66,003	23	84	19	81	13	13	19
South Central division.....	131	66,102	21	98	12	92	17	10	12
North Central division.....	879	467,475	322	495	62	710	18	95	55
Western division.....	459	241,797	239	191	29	404	4	30	21
North Atlantic division:									
Maine.....	47	26,042	15	24	8	14	-----	32	1
New Hampshire.....	59	25,066	24	14	1	14	-----	25	-----
Vermont.....	57	31,131	43	11	3	12	-----	42	3
Massachusetts.....	69	37,819	23	44	2	45	1	15	8
Rhode Island.....	10	5,325	1	8	1	6	-----	3	1
Connecticut.....	42	23,019	8	32	2	28	-----	10	4
New York.....	293	125,882	79	115	9	144	1	31	27
New Jersey.....	75	42,735	34	33	8	62	-----	8	5
Pennsylvania.....	105	57,298	32	67	6	85	2	9	9
South Atlantic division:									
Delaware.....	6	3,014	1	4	1	4	-----	1	1
Maryland.....	23	11,190	2	15	6	14	1	2	6
District of Columbia.....	8	4,550	-----	8	-----	5	-----	-----	3
Virginia.....	16	9,668	4	9	3	10	3	2	1
West Virginia.....	5	3,040	-----	5	-----	5	-----	-----	-----
North Carolina.....	24	12,796	8	12	4	16	3	2	3
South Carolina.....	19	9,375	4	14	1	12	3	2	2
Georgia.....	19	9,322	4	11	4	11	3	2	3
Florida.....	6	3,448	-----	6	-----	4	-----	2	-----
South Central division:									
Kentucky.....	24	12,574	1	21	2	16	3	-----	5
Tennessee.....	24	12,636	3	17	4	17	4	-----	3
Alabama.....	15	7,500	4	11	-----	8	3	3	1
Mississippi.....	9	4,282	1	7	1	4	3	-----	1
Louisiana.....	6	2,650	-----	6	-----	5	1	-----	-----
Texas.....	41	20,215	10	27	4	34	2	4	1
Arkansas.....	10	4,896	1	8	1	7	1	2	-----
Oklahoma.....	2	1,400	1	1	-----	1	-----	-----	1
Indian Territory.....	-----	-----	-----	-----	-----	-----	-----	-----	-----
North Central division:									
Ohio.....	125	64,781	39	79	7	106	2	7	10
Indiana.....	88	48,441	37	45	6	70	2	11	5
Illinois.....	118	61,189	28	83	7	96	2	5	15
Michigan.....	81	41,798	44	30	7	57	1	18	5
Wisconsin.....	97	55,597	52	37	8	72	1	21	3
Minnesota.....	51	31,335	21	27	3	45	-----	3	3
Iowa.....	125	62,431	47	73	5	104	2	16	3
Missouri.....	63	33,068	6	46	11	47	8	2	6
North Dakota.....	11	5,183	3	8	-----	11	-----	-----	-----
South Dakota.....	15	8,084	5	9	1	11	-----	3	1
Nebraska.....	44	23,221	10	28	6	39	-----	2	3
Kansas.....	61	32,297	30	30	1	52	-----	7	2
Western division:									
Montana.....	13	6,673	4	9	-----	6	-----	2	5
Wyoming.....	4	1,775	1	2	1	3	-----	1	-----
Colorado.....	16	9,175	5	8	3	13	-----	3	-----
New Mexico.....	5	2,175	3	2	-----	3	1	-----	1
Arizona.....	4	1,497	-----	4	-----	2	-----	2	-----
Utah.....	9	4,824	3	4	2	6	-----	1	2
Nevada.....	1	587	-----	1	-----	-----	-----	-----	1
Idaho.....	6	2,765	1	4	1	6	-----	-----	-----
Washington.....	12	5,683	6	6	-----	9	-----	1	2
Oregon.....	19	9,677	3	14	2	10	3	4	2
California.....	370	196,984	213	137	20	346	-----	16	8

TABLE 11.—*Growth of public, society, and school libraries, 1875-1903.*

NUMBER OF PEOPLE PER LIBRARY.

State or Territory.	1875.		1885.		1891.		1896.		1900.		1903.	
	Number of libraries.	Number of people per library.	Number of libraries.	Number of people per library.	Number of libraries.	Number of people per library.	Number of libraries.	Number of people per library.	Number of libraries.	Number of people per library.	Number of libraries.	Number of people per library.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	2,039	21,432	2,988	18,816	3,503	17,877	4,026	17,376	5,382	14,118	6,839	11,632
North Atlantic division ..	1,127	11,834	1,545	10,232	1,769	9,837	2,000	9,659	2,473	8,510	3,006	7,866
South Atlantic division ..	223	29,873	289	28,394	304	29,138	322	29,305	421	24,811	548	19,949
South Central division ..	138	54,712	200	49,219	229	47,917	255	47,416	374	37,647	484	30,871
North Central division ..	482	30,804	815	24,746	1,020	21,924	1,195	21,116	1,728	15,240	2,284	12,656
Western division	69	18,907	139	15,791	181	16,727	254	15,256	387	10,572	547	8,065
North Atlantic division:												
Maine	47	13,570	74	8,846	86	7,687	93	7,161	111	6,256	167	4,209
New Hampshire	54	6,154	78	4,633	87	4,323	122	3,205	143	2,878	169	2,498
Vermont	33	10,442	42	7,910	51	6,518	67	4,970	96	3,589	119	2,916
Massachusetts	307	5,381	426	4,559	462	4,846	494	5,415	571	4,913	624	4,763
Rhode Island	34	7,595	65	4,681	67	5,157	74	5,162	82	5,226	89	5,103
Connecticut	67	8,934	98	6,954	126	5,923	154	5,331	197	4,611	223	4,291
New York	310	14,677	397	13,889	471	12,734	572	11,463	718	10,122	924	8,290
New Jersey	53	19,234	74	17,271	90	16,055	94	17,362	154	12,232	200	10,084
Pennsylvania	222	17,465	291	16,232	329	15,922	330	17,761	401	15,715	491	13,456
South Atlantic division:												
Delaware	7	19,343	12	13,075	14	12,035	14	12,857	13	14,210	17	11,169
Maryland	47	18,181	62	15,908	65	16,037	67	16,843	80	14,876	89	13,840
District of Columbia ..	46	3,235	53	3,389	50	4,607	55	5,164	74	3,766	90	3,258
Virginia	9	30,939	46	34,326	45	36,800	50	34,400	64	28,972	85	22,578
West Virginia	9	53,100	6	114,300	6	127,132	10	83,530	23	41,687	37	27,597
North Carolina	25	48,964	35	43,000	38	42,578	40	42,250	57	33,224	84	23,531
South Carolina	16	52,381	28	38,179	31	37,134	32	37,344	39	34,967	54	25,872
Georgia	26	51,963	42	40,043	41	44,813	41	47,805	55	40,397	66	35,400
Florida	3	74,967	5	67,681	14	27,959	13	36,538	16	35,034	26	21,803
South Central division:												
Kentucky	34	43,403	54	32,389	59	31,502	67	41,596	76	23,252	85	26,243
Tennessee	37	37,654	44	37,477	49	36,072	42	30,484	47	26,241	86	24,963
Alabama	19	59,047	23	60,000	23	65,783	28	58,036	43	42,528	58	33,160
Mississippi	10	96,790	23	52,435	29	44,409	31	43,548	30	51,709	46	35,430
Louisiana	20	41,330	23	44,543	28	39,950	27	44,074	40	34,541	54	27,041
Texas	15	76,063	22	85,682	27	82,797	29	62,692	69	44,362	104	31,591
Arkansas	2	311,750	8	118,788	11	102,562	17	75,882	28	46,842	35	39,032
Oklahoma							2	72,500	8	49,781	11	45,026
Indian Territory	1		3		3		2	100,500	3	130,653	5	91,125
North Central division:												
Ohio	119	24,534	158	21,671	173	21,227	202	19,218	266	15,690	354	12,155
Indiana	55	33,153	82	25,378	98	22,371	107	21,402	164	15,314	197	13,270
Illinois	98	28,530	172	19,930	203	18,849	214	19,626	309	15,604	395	12,955
Michigan	43	32,100	103	18,359	135	15,510	153	15,360	193	12,544	234	10,729
Wisconsin	41	23,729	62	25,217	80	21,086	102	19,010	165	12,540	229	9,412
Minnesota	16	36,619	36	31,050	53	24,593	75	22,133	123	14,239	170	10,926
Iowa	42	52,156	68	25,794	89	21,482	113	17,920	170	13,129	233	10,628
Missouri	47	41,106	69	34,913	93	28,808	104	28,558	141	22,033	183	17,635
North Dakota					2	91,360	6	52,667	16	19,946	25	14,304
South Dakota	1	43,800	7	59,373	14	37,524	14	37,286	26	15,445	37	11,998
Nebraska	7	33,700	19	38,981	29	36,514	42	35,476	51	20,952	82	13,392
Kansas	13	46,346	39	34,454	56	25,484	63	25,238	104	14,139	145	10,133
Western division:												
Montana	1	23,400	2	35,900	5	26,432	13	16,692	14	17,581	31	8,939
Wyoming	1	13,809	1	35,500	3	20,235	4	22,750	8	11,506	9	11,281
Colorado	5	17,600	17	14,348	23	17,922	34	16,059	54	9,994	77	7,455
New Mexico	1	104,800	4	33,535	5	30,719	6	28,893	11	17,755	11	18,711
Arizona	1	19,800	2	21,550	3	19,873	4	16,750	5	24,586	8	16,667
Utah	2	55,900	2	24,629	6	34,651	11	23,182	13	21,288	24	12,308
Nevada	3	17,133	5	10,590	6	7,627	6	7,500	6	7,056	5	8,166
Idaho	1	22,100	3	17,467	2	42,193	5	25,200	9	17,875	13	13,124
Washington	1	42,400	7	18,491	9	38,821	20	23,750	31	16,713	40	14,541
Oregon	6	21,017	11	21,245	15	20,918	16	24,250	24	17,291	31	14,107
California	47	14,809	80	12,750	104	11,617	135	10,311	212	7,005	297	5,267

TABLE 12.—*Growth of public, society, and school libraries, 1875–1903.*

NUMBER OF VOLUMES PER 100 INHABITANTS.

State or Ter- ritory.	1875.		1885.		1891.		1896.		1900.		1903.	
	Number of volumes.	Number of volumes per 100 inhabitants.	Number of volumes.	Number of volumes per 100 inhabitants.	Number of volumes.	Number of volumes per 100 inhabitants.	Number of volumes.	Number of volumes per 100 inhabitants.	Number of volumes.	Number of volumes per 100 inhabitants.	Number of volumes.	Number of volumes per 100 inhabitants.
1	2	3	4	5	6	7	8	9	10	11	12	13
U. S.	11,487,778	26	19,401,199	35	25,977,643	41	33,051,872	47	44,591,851	59	54,419,002	68
N. A. div.	6,714,765	50	10,722,466	68	13,754,092	79	17,647,723	91	23,410,577	111	27,805,980	126
S. A. div.	1,776,069	27	2,753,420	34	3,460,818	38	4,015,087	45	5,306,237	51	6,025,022	55
S. C. div.	580,179	8	846,838	9	1,122,366	10	1,390,451	11	1,886,731	13	2,524,283	17
N. C. div.	2,045,797	14	4,129,203	20	6,259,810	28	8,016,780	32	11,211,710	43	14,542,460	53
W. div.	370,968	23	949,272	45	1,440,557	48	2,011,831	52	2,779,596	68	3,521,237	80
N. A. div.: ..												
Me.	211,644	33	353,549	54	435,378	66	542,666	81	701,982	101	921,853	131
N. H.	190,146	57	328,606	91	415,930	73	595,800	132	723,560	176	900,296	213
Vt.	119,489	36	204,317	62	273,511	82	359,213	109	481,551	140	566,275	163
Mass.	2,128,774	129	3,480,159	180	4,452,771	199	5,450,397	204	6,633,285	236	7,616,994	256
R. I.	210,663	81	387,157	127	467,233	155	580,305	132	700,672	163	851,394	187
Conn.	584,750	68	663,070	97	885,429	119	1,102,082	134	1,547,667	170	1,824,442	191
N. Y.	1,980,445	43	2,950,798	54	3,961,848	66	5,251,347	80	7,496,509	103	9,079,863	119
N. J.	262,963	26	456,581	34	641,686	44	801,152	49	1,150,774	61	1,464,551	73
Pa.	1,216,507	31	1,900,229	40	2,220,306	42	2,964,761	51	3,974,577	63	4,580,312	79
S. A. div.: ..												
Del.	41,300	31	60,562	39	68,553	41	83,763	47	126,647	69	133,755	70
Md.	366,634	43	600,544	61	842,174	143	985,330	91	1,175,253	99	1,303,964	105
D. C.	756,288	598	1,197,169	558	1,493,655	648	1,793,910	632	2,504,783	899	2,712,633	925
Va.	236,955	17	307,235	19	340,537	21	341,225	20	489,646	26	532,811	27
W. Va.	32,000	6	30,000	4	34,980	5	46,157	6	100,492	10	132,863	15
N. C.	113,507	9	145,685	10	166,241	10	218,737	13	283,251	15	374,778	19
S. C.	107,679	13	170,679	16	184,482	16	232,418	19	256,371	19	362,653	26
Ga.	103,236	8	219,446	13	223,833	12	270,041	14	296,855	13	364,196	16
Fla.	12,500	6	22,100	7	46,981	12	49,506	9	67,739	13	87,279	15
S. C. div.: ..												
Ky.	184,505	13	255,856	15	314,737	17	318,661	16	425,729	20	582,018	26
Tenn.	125,212	9	180,614	11	222,462	13	318,571	17	362,221	19	454,762	22
Ala.	55,600	5	85,083	6	96,166	6	117,337	7	196,321	11	240,591	12
Miss.	31,929	3	89,140	7	127,514	10	166,870	12	190,733	10	196,400	12
La.	126,812	15	130,858	13	179,218	16	212,828	18	253,074	18	380,984	26
Tex.	48,007	4	57,521	3	86,603	4	131,222	5	246,881	8	420,517	13
Ark.	7,024	1	43,500	5	92,100	8	87,000	7	181,884	14	189,529	14
Okla.							5,157	4	24,706	6	50,282	10
Ind. T.	1,000		4,266		3,766		2,205	1	4,982	1	9,200	2
N. C. div.: ..												
Ohio.	578,736	20	938,821	29	1,258,436	24	1,587,991	41	2,055,559	49	2,841,401	66
Ind.	200,527	11	371,759	18	524,826	24	654,651	29	992,189	39	1,175,945	45
Ill.	424,231	15	853,624	25	1,641,129	43	1,822,580	43	2,472,710	51	3,170,932	62
Mich.	185,854	13	475,994	25	726,266	35	975,081	42	1,208,708	54	1,586,709	63
Wis.	169,004	14	363,882	23	447,903	27	626,442	32	987,729	48	1,257,747	58
Minn.	59,359	10	155,544	14	209,763	23	467,397	28	691,893	40	940,688	51
Iowa.	121,500	9	286,938	16	431,635	23	607,765	30	844,371	38	1,100,011	47
Mo.	212,614	13	380,521	16	527,510	20	686,955	23	934,111	30	1,194,247	37
N. Dak.					7,880	4	23,682	7	48,193	15	69,193	19
S. Dak.	1,900	4	10,830	3	20,586	6	34,863	7	72,970	18	109,087	25
Neb.	24,264	10	80,718	11	168,251	16	226,743	15	297,691	28	417,255	38
Kans.	37,808	6	150,622	11	205,565	14	302,780	13	515,118	35	679,205	46
W. div.: ..												
Mont.	1,250	4	12,200	17	21,159	16	69,222	32	111,919	46	206,210	74
Wyo.	3,011	22	10,000	28	19,300	32	23,785	26	43,249	47	57,315	56
Colo.	10,997	12	56,377	23	122,067	30	300,950	55	363,896	67	468,741	82
N. Mex.	4,500	4	13,470	10	11,154	7	13,273	8	27,732	14	45,361	22
Ariz.	2,600	13	7,456	15	15,000	25	17,472	26	27,414	22	31,197	23
Utah.	9,253	8	23,499	14	24,726	12	49,582	19	63,807	25	109,210	37
Nev.	15,000	29	25,977	49	38,215	84	49,989	111	66,564	157	33,644	82
Idaho.	1,846	8	7,000	13	6,000	7	13,023	10	22,356	14	41,335	23
Wash.	6,459	15	12,493	10	41,006	12	76,646	13	136,314	26	233,152	40
Oreg.	25,292	20	44,789	19	65,544	21	90,190	23	128,997	31	152,225	35
Cal.	290,730	42	736,068	72	1,076,406	89	1,207,659	94	1,781,858	120	2,142,867	157

TABLE 13.—*Growth of public, society, and school libraries, 1875-1903.*

NUMBER OF VOLUMES AND PER CENT OF INCREASE.

State or Territory.	1875.	1885.		1891.		1896.		1900.		1903.	
	Volumes.	Volumes.	Per cent of increase since 1875.	Volumes.	Per cent of increase since 1885.	Volumes.	Per cent of increase since 1891.	Volumes.	Per cent of increase since 1896.	Volumes.	Per cent of increase since 1900.
1	2	3	4	5	6	7	8	9	10	11	12
U. S.	11,487,778	19,401,199	68.9	25,977,643	33.9	33,051,872	27.2	44,591,851	34.9	54,419,002	22.0
N. A. div.	6,714,765	10,722,466	59.7	13,754,002	28.3	17,647,723	28.3	23,410,577	32.7	27,895,980	18.8
S. A. div.	1,776,099	2,753,420	55.0	3,400,818	23.5	4,015,087	18.1	5,303,237	32.1	6,025,022	13.6
S. C. div.	580,179	846,838	46.0	1,122,306	32.5	1,360,451	21.2	1,886,731	38.7	2,524,283	33.8
N. C. div.	2,045,797	4,129,209	101.8	6,259,810	51.6	8,016,780	28.1	11,211,710	39.9	14,542,460	29.7
W. C. div.	370,938	949,272	155.9	1,440,557	51.8	2,011,831	39.7	2,779,596	38.2	3,521,257	26.8
N. A. div.:											
Me.	211,644	353,549	67.1	435,378	23.1	542,666	24.7	701,982	29.4	921,853	31.3
N. H.	190,146	328,605	72.8	415,930	26.6	595,800	43.3	723,590	21.4	900,296	24.4
Vt.	119,483	204,317	71.0	273,511	33.9	359,213	31.3	481,551	34.1	568,275	17.6
Mass.	2,128,734	3,489,159	63.9	4,452,771	27.6	5,450,397	22.4	6,633,285	21.7	7,616,994	14.8
R. I.	210,063	387,157	84.3	467,233	20.7	580,305	24.2	700,672	20.7	851,394	21.5
Conn.	394,750	663,070	68.0	885,429	33.5	1,102,082	24.5	1,547,667	40.4	1,824,442	17.9
N. Y.	1,980,445	2,959,798	49.0	3,961,848	33.9	5,251,347	32.6	7,496,509	43.6	9,079,833	21.1
N. J.	262,993	436,581	66.0	641,686	47.0	801,152	24.9	1,150,774	42.8	1,464,551	27.3
Pa.	1,216,507	1,900,229	56.3	2,220,306	16.8	2,964,761	33.5	3,974,577	34.1	4,580,312	15.2
S. A. div.:											
Del.	41,300	60,562	46.6	68,533	13.2	83,763	22.2	126,647	51.2	133,755	5.6
Md.	366,634	600,544	63.8	842,174	40.2	983,390	17.0	1,175,253	19.3	1,303,964	11.0
D. C.	756,288	1,197,169	58.3	1,493,055	24.7	1,793,910	20.2	2,504,783	39.6	2,712,693	8.3
Va.	236,955	307,235	29.7	340,539	10.8	341,225	.2	489,646	43.5	582,811	8.8
W. Va.	32,000	30,000	-6.3	34,980	16.6	46,137	31.9	100,432	117.8	152,893	52.1
N. C.	113,507	145,685	28.4	166,241	14.1	218,737	31.6	285,251	39.4	374,773	31.4
S. C.	107,679	170,679	58.5	181,482	8.1	232,418	26.0	256,571	10.4	362,653	41.4
Ga.	109,235	219,446	100.9	223,893	2.0	270,941	20.6	296,855	9.9	364,196	22.7
Fla.	12,500	24,100	76.8	46,981	112.6	45,506	-3.4	67,739	55.7	87,279	28.9
S. C. div.:											
Ky.	184,505	255,856	38.7	314,737	23.0	318,661	1.3	425,729	33.6	582,018	38.7
Tenn.	125,212	180,614	44.3	222,492	23.2	318,571	43.2	392,221	23.1	454,762	16.0
Ala.	55,090	85,053	54.4	96,166	13.0	117,337	22.0	151,521	27.5	240,591	22.4
Miss.	31,929	89,140	179.2	127,314	42.8	166,870	31.1	160,733	-3.7	196,400	22.2
La.	126,812	190,858	3.2	179,218	37.0	212,828	13.8	253,074	18.9	380,984	50.5
Tex.	48,607	57,521	18.3	86,603	50.6	131,222	51.5	246,881	88.1	420,517	70.3
Ark.	7,024	43,500	519.3	92,100	111.7	87,600	-4.9	181,884	107.6	189,529	4.2
Okla.						5,157		24,706	371.1	50,282	103.5
Ind. T.	1,000	4,269	326.6	3,766	-11.7	2,205	-41.5	4,982	125.9	9,200	84.7
N. C. div.:											
Ohio.	578,736	998,821	72.6	1,258,436	26.0	1,587,891	26.2	2,055,589	29.5	2,841,401	38.2
Ind.	200,527	371,759	85.4	524,826	41.2	654,651	24.7	992,189	51.6	1,175,945	18.5
Ill.	424,231	853,624	101.2	1,641,129	92.3	1,822,580	11.1	2,472,710	35.7	3,170,952	28.2
Mich.	185,854	475,964	156.1	726,266	52.6	975,031	34.3	1,298,708	33.2	1,586,769	22.2
Wis.	169,004	363,882	115.3	447,903	23.1	626,442	39.9	987,729	57.7	1,257,747	27.3
Minn.	95,359	155,544	162.0	299,763	92.7	467,397	55.9	691,893	48.0	940,688	36.0
Iowa.	121,500	286,938	136.2	431,695	50.5	607,765	40.8	844,371	38.9	1,100,011	30.3
Mo.	242,614	380,521	56.8	527,510	38.6	686,955	30.2	934,111	36.0	1,194,247	27.9
N. Dak.				7,880	162.8	23,682	200.5	48,621	105.4	69,193	42.3
S. Dak.	1,900	10,890	470.0	20,586		34,863	69.4	72,970	109.3	109,087	49.5
Nebr.	24,264	80,718	232.7	168,251	108.4	226,743	34.8	297,691	31.3	417,295	49.2
Kans.	37,808	150,632	298.4	205,565	36.5	302,780	47.3	515,118	70.1	679,205	31.9
W. div.:											
Mont.	1,250	12,200	876.0	21,139	73.3	69,222	227.5	111,919	61.7	206,210	81.3
Wyo.	3,011	10,000	232.1	19,300	93.0	23,785	23.2	43,249	81.8	57,315	32.5
Colo.	10,997	56,977	412.7	122,067	116.5	300,990	146.6	363,866	20.9	468,741	28.8
N. Mex.	4,500	13,470	199.3	11,154	-17.1	13,273	19.0	27,732	108.9	45,361	63.6
Ariz.	2,600	7,456	186.8	15,000	101.2	17,472	16.5	27,414	56.9	31,197	13.8
Utah.	9,253	23,499	154.0	24,726	5.2	49,582	100.5	68,807	38.8	109,210	58.7
Nev.	15,000	25,977	73.2	38,215	47.1	49,989	30.8	66,584	33.2	85,644	46.5
Idaho.	1,846	7,009	279.2	6,000	-14.3	13,023	117.1	22,856	75.5	41,335	80.9
Wash.	6,459	12,436	92.5	41,006	229.7	76,646	86.9	136,314	77.9	293,152	71.0
Oreg.	25,292	44,789	77.1	65,544	46.3	90,190	37.6	128,997	43.0	152,225	18.0
Cal.	290,730	736,068	153.2	1,076,406	46.2	1,307,659	21.5	1,781,858	36.3	2,142,867	20.3

α Decrease.

TABLE 14.—*Growth of public, society, and school libraries, 1875-1903.*

THE TWENTY-EIGHT YEARS DIVIDED INTO THREE PERIODS.

State or Territory.	1875.	1885.		1896.		1903.	
	Volumes.	Volumes.	Per cent-increase since 1875.	Volumes.	Per cent-increase since 1885.	Volumes.	Per cent-increase since 1896.
United States.....	11,437,778	19,401,199	68.89	33,051,872	70.36	54,419,002	64.65
North Atlantic division.....	6,714,765	10,722,466	59.68	17,647,723	64.59	27,805,980	57.56
South Atlantic division.....	1,776,069	2,753,420	55.03	4,015,087	45.82	6,025,022	50.06
South Central division.....	589,179	846,838	45.96	1,360,451	60.65	2,524,283	85.55
North Central division.....	2,045,797	4,129,203	101.84	8,016,780	94.15	14,542,460	81.40
Western division.....	370,938	949,272	155.91	2,011,831	111.93	3,521,257	75.03
North Atlantic division:							
Maine.....	211,644	253,549	67.65	542,663	53.49	921,853	69.69
New Hampshire.....	190,146	228,606	72.82	595,800	81.31	900,296	51.11
Vermont.....	119,483	204,317	71.00	359,213	75.81	569,275	57.64
Massachusetts.....	2,128,784	3,489,159	63.89	5,450,397	56.21	7,618,984	39.75
Rhode Island.....	210,093	387,157	84.34	580,505	49.89	851,394	46.71
Connecticut.....	394,750	663,070	67.97	1,102,082	66.21	1,824,442	65.55
New York.....	1,980,445	2,959,798	48.99	5,251,347	77.42	9,079,863	72.91
New Jersey.....	262,993	436,581	63.00	801,152	83.51	1,464,551	82.81
Pennsylvania.....	1,216,507	1,900,229	59.29	2,964,761	56.02	4,589,312	54.49
South Atlantic division:							
Delaware.....	41,300	60,562	46.64	83,763	28.31	133,755	50.69
Maryland.....	366,634	600,544	63.80	985,330	64.07	1,305,964	32.34
District of Columbia.....	759,288	1,197,169	58.29	1,793,910	49.85	2,712,693	51.22
Virginia.....	236,955	307,235	29.66	341,225	11.06	532,811	56.15
West Virginia.....	32,000	50,000	66.25	46,157	53.79	152,893	231.39
North Carolina.....	113,507	145,685	28.35	218,757	50.16	374,778	71.32
South Carolina.....	107,679	170,679	58.51	232,418	36.17	362,653	56.06
Georgia.....	109,236	219,446	100.89	270,041	23.10	364,196	34.87
Florida.....	12,509	22,100	76.80	43,506	96.90	87,279	100.61
South Central division:							
Kentucky.....	184,505	255,856	38.67	318,661	24.55	582,018	82.64
Tennessee.....	125,212	180,614	44.25	318,571	76.39	454,762	42.75
Alabama.....	55,060	85,083	54.44	117,357	57.91	240,591	105.04
Mississippi.....	31,929	89,140	179.18	166,870	87.20	196,400	17.70
Louisiana.....	126,312	130,853	3.19	212,828	62.64	380,384	79.01
Texas.....	48,607	57,521	18.34	131,222	128.15	420,517	220.46
Arkansas.....	7,024	43,500	519.31	87,600	191.38	189,529	116.86
Oklahoma.....				5,157		50,282	875.02
Indian Territory.....	1,000	4,236	323.60	2,205	72.57	9,200	317.23
North Central division:							
Ohio.....	578,736	998,821	72.59	1,587,861	58.98	2,841,401	78.66
Indiana.....	200,527	371,759	85.39	634,651	76.00	1,175,945	79.63
Illinois.....	424,231	858,624	101.22	1,822,580	113.51	3,170,382	73.98
Michigan.....	185,854	475,934	156.03	975,031	104.87	1,586,709	62.73
Wisconsin.....	169,044	363,882	115.31	626,442	72.15	1,257,747	100.77
Minnesota.....	59,359	153,544	162.64	467,397	200.49	940,688	101.26
Iowa.....	121,500	286,938	133.16	607,705	111.81	1,100,011	80.99
Missouri.....	242,614	380,521	56.84	683,935	80.53	1,194,247	73.84
North Dakota.....				33,062		69,193	192.13
South Dakota.....	1,800	10,830	470.00	34,863	440.58	109,087	212.90
Nebraska.....	24,264	80,718	232.67	226,743	180.91	417,295	84.04
Kansas.....	37,808	150,632	298.41	302,720	101.01	679,205	124.32
Western division:							
Montana.....	1,250	12,230	876.00	69,222	467.39	206,210	197.90
Wyoming.....	3,011	10,000	232.12	23,785	137.65	57,315	140.97
Colorado.....	10,997	56,377	412.66	300,990	433.89	468,741	55.73
New Mexico.....	4,500	13,470	199.33	13,273	1.43	45,361	241.75
Arizona.....	2,000	7,456	186.77	17,472	134.93	31,197	78.55
Utah.....	9,253	23,499	153.96	49,582	111.00	109,210	120.26
Nevada.....	15,000	25,977	73.18	49,989	92.44	35,644	28.70
Idaho.....	1,845	7,000	279.20	13,023	86.04	41,335	217.40
Washington.....	6,459	12,436	92.54	76,646	516.32	223,152	204.19
Oregon.....	25,202	44,789	77.09	90,190	101.37	152,225	68.78
California.....	280,730	736,068	159.18	1,307,659	77.65	2,142,867	63.87

αDecrease.

Public, society, and school libraries in the

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	ALABAMA.								
1	Abbeville	Southeastern Alabama Agri- cultural School.*	.....	Sch...	F.	T.	F.	B.	1,503
2	Anniston	Anniston Female College .....	.....	Col...	F.	C.	Fr.	B.	1,500
3	.....do.....	Noble Institute.....	.....	Sch...	F.	C.	Fr.	B.	1,000
4	.....do.....	St. Michael and All Angels' Library.	1894	Gen...	F.	C.	F.	B.	2,700
5	Athens	Athens Female Institute .....	.....	Col...	F.	C.	Fr.	B.	1,000
6	Auburn	Alabama Polytechnic Inst	1872	Col...	O.	C.	S. Fr.	B.	17,427
7	Birmingham	Public Library	1890	Gen...	F.	T. C.	S. Fr.	B.	10,000
8	.....do.....	Taylor School*.....	.....	Sch...	F.	C.	S.	B.	1,500
9	.....do.....	Washington Library.....	1900	Gen...	F.	T. C.	S. Fr.	B.	1,500
10	.....do.....	Zelosophian Academy*.....	.....	Sch...	F.	C.	Fr.	R.	1,200
11	Brewton	Brewton Collegiate Institute.....	.....	Sch...	F.	T.	Fr.	B.	2,500
12	Crews Depot	Trideka and Golden Rule libraries.	1894	Gen...	O.	C.	F.	R.	1,500
13	Cullman	Polytechnic College.....	1894	Sch...	F.	C.	Fr.	B.	1,100
14	Demopolis	Marengo Female Institute*.....	.....	Sch...	F.	C.	S.	B.	1,800
15	East Lake	Howard College*.....	1841	Col...	F.	C.	Fr.	B.	1,500
16	Florence	Southern Library Association.....	1885	Gen...	F.	C.	Fr.	C.	1,800
17	.....do.....	State Normal College.....	1896	Sch...	F.	C.	S.	B.	2,500
18	Fort Payne	North Alabama College .....	.....	Sch...	F.	C.	Fr.	B.	1,500
19	Greensboro	Southern University.....	1856	Col...	F.	C.	S. Fr.	R.	8,000
20	Huntsville	Garrissonia Library*.....	1870	Gen...	O.	C.	S.	B.	1,200
21	Jacksonville	State Normal School	1883	Sch...	F.	T.	Fr.	B.	2,000
22	Marion	Judson Institute.....	1840	Sch...	F.	C.	Fr.	B.	3,600
23	.....do.....	Marion Military Institute	1887	Sch...	F.	C.	Fr.	R.	5,000
24	Mobile	Mobile Library	1874	Gen...	R.	C.	S. Fr.	B.	15,000
25	.....do.....	Visitation Academy.....	1833	Sch...	F.	C.	S.	R.	4,000
26	.....do.....	Y. M. C. A. Public Library.....	1899	Y. M.	F.	C.	Fr.	R.	9,000
27	Montevallo	Alabama Girl's Indus. School.....	.....	Sch...	F.	C.	S.	R.	2,000
28	Montgomery	Carnegie Library	1888	Gen...	R.	C.	S. Fr.	B.	2,500
29	.....do.....	Department of Archives and History of the State of Ala. Girl's High School.....	1901	State	F.	T.	F.	B.	2,500
30	.....do.....	St. Mary's Loretto Academy*.....	1873	Sch...	F.	C.	Fr.	B.	1,000
31	.....do.....	State Board of Health*.....	1830	State	F.	T.	F.	R.	3,000
32	.....do.....	State and Supreme Court Lib.	1825	State	F.	T.	F.	R.	33,433
33	.....do.....	Agricultural and Mech. Col.	1874	Sch...	F.	T. C.	F.	B.	2,000
34	Normal	Graded School.....	.....	Sch...	F.	T.	Fr.	B.	1,000
35	Oxford	St. Bernard College.....	1892	Col...	F.	C.	Fr.	R.	4,000
36	St. Bernard	Alabama Baptist Col. Univ*.....	1878	Col...	F.	C.	S.	R.	1,200
37	Selma	Dallas Academy School.....	1884	Sch...	F.	C.	Fr.	B.	1,500
38	.....do.....	Library Association	1895	Gen...	R.	C.	S. Fr.	B.	1,600
39	.....do.....	Snow Hill Nor. and Ind. Inst.	.....	Sch...	F.	C.	Fr.	B.	2,500
40	Snow Hill	Spring Hill College.....	1830	Col...	F.	C.	Fr.	R.	15,000
41	Spring Hill	Student's Library*.....	1854	C. Soc.	O.	C.	S.	R.	4,500
42	.....do.....	Alabama School for the Blind.....	1888	Asy.	F.	T.	Fr.	R.	2,500
43	Talladega	Talladega College.....	1867	Sch...	F.	C.	Fr.	B.	7,000
44	.....do.....	Liles University School.....	.....	Sch...	F.	C.	Fr.	B.	1,000
45	Trinity Station	State Normal College.....	1895	Sch...	F.	C.	S.	B.	2,687
46	Troy	Ala. In. Hos. (Pierson Lib.).....	.....	Asy.	F.	T.	Fr.	C.	1,100
47	Tuscaloosa	Stillman Institute.....	1876	Theo.	F.	C.	Fr.	R.	3,000
48	.....do.....	Verner's Institute*.....	.....	Sch...	F.	C.	Fr.	B.	5,000
49	.....do.....	Alabama Conference Female College.*	.....	Col...	F.	C.	Fr.	R.	5,000
50	Tuskegee .....	.....	.....	.....	.....	.....	.....	.....	.....
51	.....do.....	Currer Bell and Ad Astra societies.*	1884	C. Soc.	F.	C.	S.	R.	1,000
52	Tuskegee (insti- tute station).....	Tuskegee Institute (Carnegie Library).....	.....	Sch...	O.	C.	Fr.	B.	8,025
53	Tuskegee	Tuskegee Normal and Indus- trial Institute.....	.....	Sch...	F.	C.	Fr.	B.	3,000
54	Union Springs	Public Library	1896	Gen...	R.	C.	S. Fr.	B.	1,000
55	University	University of Alabama	1831	Col...	O.	T.	Fr.	R.	15,000
56	.....do.....	Law department .....	.....	Law	F.	T.	Fr.	R.	1,500
57	Walnut Grove	Baptist Institute*.....	.....	Sch...	F.	C.	S.	B.	1,000
58	Wetumpka	Wetumpka Academy Public Library.*	1890	Sch...	O.	T.	F.	B.	2,496

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
ARIZONA.									
59	Flagstaff	North Arizona Normal School.	.....	Sch...	F.	T.	Fr.	B.	1,000
60	Phoenix	Public High School .....	.....	Sch...	F.	T.	Fr.	R.	1,000
61	do.	Territorial Library of Ariz ..	1870	State	F.	T.	Fr.	R.	11,886
62	Prescott	Free Library .....	.....	Gen ..	O.	C.	F.	B.	1,000
63	Tempe	Normal School of Arizona....	1898	Sch...	F.	T.	Fr.	B.	2,175
64	Tucson	Carnegie Free Library .....	.....	Gen ..	O.	T.	Fr.	C.	4,700
65	do.	University of Arizona	1901	Col ..	F.	T.	Fr.	B.	7,502
66	Yuma	Territorial Prison Library*....	1888	Asy...	F.	T.	Fr.	C.	1,934
ARKANSAS.									
67	Arkadelphia	Arkadelphia Methodist Col ..	.....	Col ...	F.	C.	Fr.	B.	1,000
68	do.	McLanham Library *	1890	Col ...	F.	C.	Fr.	B.	1,000
69	do.	Ouachita College	1886	Col ...	F.	C.	S. Fr.	B.	5,000
70	Batesville	Arkansas College	1872	Col ...	F.	C.	F.	B.	4,500
71	Clarksville	Arkansas Cumberland Col ..	1892	Col ...	F.	C.	Fr.	R.	4,000
72	Conway	Hendrix College	1884	Col ...	F.	C.	S.	B.	9,000
73	do.	Public School	1890	Sch...	F.	T.	S.	B.	1,000
74	Fayetteville	University of Arkansas	1871	Col ...	F.	T.	Fr.	R.	7,995
75	Fort Smith	Fortnightly Public Library ..	1884	Gen ..	F.	C.	S. Fr.	B.	3,000
76	do.	Howard High School	1884	Sch...	F.	C.	Fr.	B.	1,000
77	do.	Public High School	1885	Sch...	F.	D.	Fr.	B.	3,500
78	do.	Public School Library * .....	.....	Sch...	F.	T.	F.	B.	2,200
79	Gentry	Hendrix Academy	1897	Sch...	F.	C.	S. Fr.	B.	1,297
80	Greenwood	Public High School Library * ..	.....	Sch...	F.	T.	F.	B.	1,500
81	Harrison	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
82	Helena	Woman's Library	1898	Gen ..	O.	C.	S. Fr.	B.	4,211
83	Hot Springs	Central High School * .....	.....	Sch...	F.	T.	F.	B.	2,000
84	do.	Longest Library	1895	Sch...	F.	D.	F.	R.	1,000
85	do.	Woman's Christian Nat. Lib ..	1881	Gen ..	R.	C.	S. Fr.	B.	1,025
86	Little Rock	Arkansas School for the Blind.	1870	Asy...	F.	T.	Fr.	R.	1,500
87	do.	Grand Lodge *	1881	Mas ..	F.	C.	Fr.	B.	1,000
88	do.	Marquand Library *	1886	Y. M. ..	R.	C.	S.	B.	3,500
89	do.	Philander Smith College	1877	Col ...	O.	C.	S.	B.	1,700
90	do.	State Library	1849	State ..	F.	T.	Fr.	R.	80,000
91	do.	Supreme Court Library	1836	Law ..	F.	T.	Fr.	R.	20,000
92	Marianna	Male and Female Institute*....	.....	Sch...	F.	T.	F.	B.	2,500
93	Mountainhome	Mountainhome Ouachita Academy.	.....	Sch...	F.	C.	Fr.	B.	1,000
94	Pine Bluff	Branch Normal College	1873	Sch...	F.	T.	Fr.	R.	4,600
95	Rogers	Rogers Academy *	1882	Sch...	F.	C.	S.	B.	1,800
96	Searcy	Speers-Langford Military Institute.*	.....	Sch...	F.	C.	S.	R.	1,500
97	Spiegelville	New Subiaco Abbey Library ..	1878	Theo ..	O.	C.	Fr.	B.	8,000
98	Sulphur Rock	Arkansas Normal School * ..	.....	Sch...	F.	T.	Fr.	B.	3,500
99	Tuxarkana	Y. M. C. A. Railroad Dept	1900	Y. M. ..	F.	C.	S.	B.	2,200
100	Wilmar	Bcauvot College	1897	Sch...	F.	C.	F.	R.	1,000
101	Woodberry	Woodberry Normal Inst * .....	.....	Sch...	F.	C.	Fr.	B.	1,300
CALIFORNIA.									
102	Alameda	Free Public Library and Reading Room.	1879	Gen ..	O.	T.	F.	B.	26,749
103	do.	School Library * .....	.....	Sch...	F.	T.	F.	B.	2,000
104	Alhambra	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
105	Alta	Agassiz Hall .....	.....	Sch...	F.	C.	Fr.	B.	2,000
106	Angels Camp	Angels Grammar School .....	.....	Sch...	F.	T.	F.	B.	1,000
107	Arcata	Janes School	1863	Sch...	F.	T.	F.	B.	1,066
108	Bakersfield	Bcale Memorial Library	1900	Gen ..	O.	T.	F.	B.	4,500
109	do.	Kern County High School*....	1893	Sch...	F.	T.	Fr.	R.	1,000
110	Belmont	Belmont School	1885	Sch...	F.	C.	Fr.	R.	1,500
111	Benicia	District School	1856	Sch...	F.	T.	Fr.	B.	1,500
112	do.	Public High School	1867	Sch...	F.	T.	F.	B.	1,770
113	Berkeley	Boone's University School	1884	Sch...	F.	C.	Fr.	C.	5,000
114	do.	Institution for Deaf and Blind	1879	Asy...	F.	D.	Fr.	B.	2,573
115	do.	Miss Head's School	1888	Sch...	F.	C.	Fr.	B.	2,000
116	do.	Pacific Theological Seminary.	Theo ..	F.	C.	Fr.	R.	8,293

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	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	CALIFORNIA—CON.								
117	Berkeley.....	Public High School.....	1883	Sch...	F.	T.	Fr.	R.	1,600
118	do.....	Public Library.....	1895	Gen...	R.	T.	F.	B.	13,177
119	do.....	University of California.....	1869	Col...	O.	T.	Fr.	B.	107,628
120	Bolinas.....	Bay District School*.....	1866	Sch...	F.	T.	F.	B.	1,000
121	Centerville.....	Alviso School.....	1865	Sch...	F.	T.	F.	B.	1,000
122	do.....	Public School.....	1850	Sch...	F.	T.	F.	B.	1,200
123	Chico.....	Free Public Library.....	1902	Gen...	R.	T.	F.	B.	1,500
124	do.....	Public School.....		Sch...	F.	T.	Fr.	B.	1,250
125	do.....	State Normal School.....	1889	Sch...	F.	T.	Fr.	B.	10,805
126	Chino.....	Public School Library.....	1895	Sch...	F.	T.	S. Fr.	B.	1,200
127	Claremont.....	Pomona College.....	1888	Col...	F.	C.	F.	B.	6,070
128	Cloverdale.....	Public School.....		Sch...	F.	T.	F.	B.	1,120
129	Colfax.....	Public School.....	1890	Sch...	F.	T.	Fr.	B.	1,906
130	Colton.....	Public School.....	1880	Sch...	F.	T.	Fr.	R.	1,500
131	do.....	San Salvador District School*.....	1866	Sch...	F.	T.	F.	B.	1,045
132	Colusa.....	Public School*.....		Sch...	F.	T.	Fr.	C.	1,000
133	Compton.....	Union High School.....	1896	Gen...	F.	T.	F.	B.	1,200
134	Corona.....	Public Library.....	1900	Gen...	R.	T.	F.	B.	1,079
135	do.....	Public School.....	1900	Sch...	F.	T.	Fr.	B.	1,000
136	Coronado.....	Beach Library.....	1896	Gen...	F.	T.	F.	B.	2,000
137	Covina.....	Public Library.....	1897	Gen...	R.	T.	F.	B.	1,334
138	Dixon.....	Public School*.....		Sch...	F.	T.	F.	B.	1,400
139	El Rio.....	Public School.....	1895	Sch...	F.	T.	F.	R.	1,100
140	East Oakland.....	Acad. of Our Lady of Lourdes.....		Sch...	F.	C.	Fr.	B.	1,000
141	Escondido.....	Public Library.....	1892	Gen...	O.	T.	F.	B.	1,000
142	Eureka.....	Free Library.....	1878	Gen...	R.	T.	F.	B.	3,490
143	do.....	Public School.....		Sch...	F.	T.	F.	C.	1,108
144	Evergreen.....	Public School.....		Sch...	F.	T.	F.	B.	1,013
145	Fairfield.....	Public School.....		Sch...	F.	T.	F.	B.	1,000
146	Fresno.....	Free Public Library.....	1891	Gen...	O.	T.	F.	B.	6,571
147	do.....	Tresno County Teachers' Lib.....	1888	Sch...	F.	T.	Fr.	B.	1,266
148	do.....	Public School.....	1889	Sch...	F.	T.	S.	B.	1,132
149	Fruitvale.....	Public School.....		Sch...	F.	T.	Fr.	B.	1,325
150	Garden Grove.....	District School.....	1850	Sch...	F.	T.	Fr.	R.	1,200
151	Gilroy.....	Public School*.....	1888	Sch...	F.	T.	F.	B.	2,000
152	Golden Gate.....	Public School*.....		Sch...	F.	T.	F.	B.	1,000
153	Golcta.....	Rafaela School.....		Sch...	F.	T.	F.	B.	1,100
154	Gonzales.....	Public School.....	1868	Sch...	F.	T.	F.	C.	1,000
155	Grass Valley.....	Public High School.....	1896	Sch...	F.	T.	Fr.	B.	2,600
156	Halfmoon Bay.....	Public School.....		Sch...	F.	T.	F.	R.	1,200
157	Hanford.....	Public Library.....	1899	Gen...	R.	T.	F.	B.	2,000
158	do.....	Union High School.....	1892	Sch...	F.	T.	F.	R.	1,000
159	Hayward.....	Free Library.....	1898	Gen...	R.	T.	F.	B.	3,000
160	do.....	Laurel District School.....	1874	Sch...	F.	T.	Fr.	C.	1,600
161	Healdsburg.....	Healdsburg College*.....		Sch...	F.	C.	Fr.	B.	1,000
162	do.....	Public Library.....	1896	Gen...	F.	T.	F.	B.	2,700
163	do.....	Public School.....	1860	Sch...	F.	T.	Fr.	B.	1,000
164	Highland.....	Public School.....	1893	Sch...	F.	T.	Fr.	B.	1,027
165	Hollister.....	W. C. T. U. Free Reading Room.....	1884	Gen...	F.	C.	S. Fr.	B.	2,085
166	Hueneme.....	Public School.....	1894	Sch...	F.	T.	F.	B.	2,500
167	Hydesville.....	District School.....	1878	Sch...	F.	T.	Fr.	R.	1,150
168	Irvington.....	Anderson Academy.....		Sch...	F.	C.	Fr.	B.	1,000
169	Livermore.....	Free Library.....	1896	Gen...	O.	T.	F.	B.	5,300
170	do.....	Public School.....	1872	Sch...	F.	T.	F.	B.	1,422
171	Long Beach.....	Public Library.....	1901	Gen...	F.	T.	Fr.	B.	2,271
172	Lordsburg.....	do.....	1902	Gen...	R.	C.	S. Fr.	B.	1,009
173	Los Angeles.....	Hist. Soc. of Southern Cal.....	1884	Hist...	F.	C.	S.	R.	1,400
174	do.....	Los Angeles County Law Lib.....	1891	Law...	F.	T. C.	S. Fr.	R.	9,000
175	do.....	Los Angeles Military Acad.....	1883	Sch...	F.	C.	Fr.	R.	5,000
176	do.....	Occidental College.....	1896	Col...	F.	C.	Fr.	R.	5,000
177	do.....	Public High School.....	1890	Sch...	F.	T.	Fr.	B.	2,177
178	do.....	Public Library.....	1889	Gen...	F.	T.	F.	B.	90,846
179	do.....	St. Vincent's College.....	1865	Col...	F.	C.	Fr.	R.	8,000
180	do.....	State Normal School.....	1882	Sch...	F.	T.	S. Fr.	R.	12,209
181	Los Angeles (Uni- versity Station).	University of Southern Cali- fornia.....	1879	Col...	F.	C.	Fr.	R.	6,000
182	Los Angeles.....	Hendryx Medical Lib.....	1899	Med...	F.	D.	F.	R.	2,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
.....	100	.....	.....	\$100	.....	\$100	.....	.....	.....	117
812	1,989	90,096	\$8,723	.....	.....	8,934	.....	.....	D. R. Moore	118
24,000	11,790	.....	39,950	.....	.....	39,950	\$61,000	\$55,000	J. C. Rowell	119
.....	34	100	.....	50	.....	50	.....	.....	.....	120
.....	50	302	.....	50	.....	50	.....	.....	Jos. Dias	121
.....	50	600	.....	50	.....	50	.....	.....	H. W. Lynch	122
.....	50	4,000	500	.....	.....	550	.....	.....	.....	123
.....	80	.....	.....	50	.....	50	.....	.....	E. Bert Bond	124
.....	662	.....	.....	500	.....	500	.....	.....	Susan T. Smith	125
100	200	.....	.....	100	.....	100	.....	.....	W. R. Murphy	126
.....	1,000	.....	.....	.....	.....	1,300	.....	.....	Julia Steffa	127
.....	100	.....	.....	50	.....	50	.....	.....	Roy E. Dickerson	128
.....	45	158	.....	50	.....	50	.....	.....	C. R. Roberts	129
.....	.....	500	.....	50	.....	50	.....	.....	L. Luella Millike	130
130	20	60	.....	21	.....	21	.....	.....	.....	131
.....	50	591	.....	35	.....	35	.....	.....	.....	132
.....	50	300	.....	.....	.....	.....	.....	.....	Will L. Frew	133
.....	203	5,091	805	.....	.....	879	.....	.....	Grace M. Taber	134
.....	200	.....	.....	.....	.....	.....	.....	.....	J. A. Rice	135
.....	207	6,148	.....	400	.....	889	.....	.....	Adaline Bailhache	136
190	526	5,782	.....	.....	.....	471	.....	.....	Henrietta M. Faulder	137
.....	25	600	50	.....	.....	50	.....	.....	.....	138
100	.....	50	.....	50	.....	50	.....	.....	R. H. Thurmond	139
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	140
150	75	2,265	175	.....	.....	200	.....	900	E. F. Ward	141
1,000	275	19,804	2,119	.....	.....	2,119	.....	.....	W. G. Bonner	142
.....	.....	.....	.....	.....	.....	.....	.....	.....	A. C. Barker	143
.....	62	350	.....	43	.....	43	.....	.....	.....	144
.....	86	833	.....	50	.....	50	.....	.....	Will C. Wood	145
.....	500	41,968	3,000	.....	.....	3,000	.....	.....	Alice E. Armstrong	146
.....	.....	.....	.....	.....	.....	.....	.....	.....	Sarah A. Freman	147
125	35	.....	.....	89	.....	89	.....	.....	.....	148
175	18	.....	.....	50	.....	50	.....	.....	Georgiana Grubb	149
100	84	.....	.....	50	.....	50	.....	.....	Katherine Saunders	150
100	.....	2,000	50	20	.....	70	.....	.....	.....	151
.....	.....	300	.....	50	.....	50	.....	.....	.....	152
.....	74	454	.....	40	.....	40	.....	.....	J. A. Snell	153
210	54	1,825	.....	.....	.....	.....	.....	.....	.....	154
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	155
300	58	400	.....	45	.....	45	.....	.....	Miss M. Nichols	156
900	500	13,240	900	.....	.....	1,130	.....	.....	Laura A. Lemon	157
100	70	.....	.....	.....	.....	.....	.....	.....	.....	158
.....	185	12,000	.....	900	.....	900	.....	.....	Elizabeth Prowse	159
.....	400	.....	.....	600	.....	600	.....	.....	H. C. Petray	160
.....	.....	.....	845	.....	.....	.....	.....	.....	.....	161
.....	285	.....	.....	.....	.....	901	.....	.....	.....	162
500	150	1,236	.....	.....	.....	.....	.....	.....	M. C. Emery	163
74	.....	991	.....	62	.....	62	.....	.....	Josephine Litzaw	164
1,104	31	1,192	.....	180	.....	235	.....	.....	Olive L. Evans	165
.....	10	.....	.....	50	.....	50	.....	.....	Chas. F. Blackstock	166
.....	.....	.....	.....	.....	.....	.....	.....	.....	Robt. A. Bugbee	167
.....	150	10,500	600	.....	.....	.....	.....	.....	.....	168
.....	127	9,126	127	.....	.....	696	.....	750	Mrs. S. J. Harp	169
.....	592	21,457	550	.....	.....	127	.....	.....	D. E. Martin	170
93	90	958	.....	.....	.....	696	.....	.....	Lila G. Castle	171
5,000	45	.....	.....	.....	.....	139	.....	.....	Tillie Mills	172
13,060	800	.....	.....	3,355	.....	200	.....	.....	J. M. Guinn	173
300	.....	.....	.....	.....	.....	4,141	.....	.....	T. W. Robinson	174
.....	.....	.....	.....	.....	.....	.....	.....	.....	A. MacKinn	175
.....	.....	.....	.....	.....	.....	.....	.....	.....	Anna C. Latimer	176
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	177
6,340	14,588	637,659	36,187	8,299	.....	48,380	.....	.....	.....	178
500	.....	.....	.....	.....	.....	.....	.....	.....	D. J. Healy, C. M.	179
500	1,000	45,000	.....	1,000	.....	1,150	.....	.....	Elizabeth H. Fargo	180
5,000	75	.....	.....	.....	\$250	250	.....	.....	Loretta May Crowell	181
1,000	209	.....	.....	.....	.....	175	.....	.....	Stanley P. Black	182

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	CALIFORNIA—CON.								
183	Los Gatos	Public Library	1899	Gen ..	R.	T.	F.	B.	1,609
184	.....do	Public School		Sch ..	F.	T.	Fr.	B.	1,214
185	Manchester	District School	1868	Sch ..	F.	T.	F.	B.	1,038
186	Martinez	Novitiate of the Brothers of the Christian Schools.*		Sch ..	F.	C.	Fr.	B.	5,000
187	Marysville	City Library	1859	Gen ..	F.	D.	F.	B.	7,592
188	.....do	College of Notre Dame	1856	Sch ..	F.	C.	Fr.	B.	2,000
189	Melrose	District School	1870	Sch ..	F.	T.	Fr.	R.	1,000
190	Menlo Park	St. Patrick's Seminary		Sch ..	F.	C.	Fr.	B.	8,000
191	Merced	Merced County High School		Sch ..	F.	T.	Fr.	B.	1,600
192	Mills College	Sage Library	1884	Col ..	O.	C.	Fr.	B.	6,213
193	Mission San Jose	Public School	1868	Sch ..	F.	T.	S. Fr.	B.	1,148
194	Modesto	Public School		Sch ..	F.	T.	F.	C.	1,000
195	Monrovia	Public Library	1893	Gen ..	R.	T.	S. Fr.	B.	2,800
196	Mount Eden	Eureka School District*		Sch ..	F.	T.	Fr.	B.	1,000
197	Mt. Hamilton	Lick Observatory	1888	Sci ..	F.	C.	Fr.	R.	6,403
198	Murphy	Public School	1869	Sch ..	F.	T.	F.	R.	1,100
199	Napa	District School		Sch ..	F.	T.	Fr.	B.	1,500
200	.....do	Goodman Public Library	1885	Gen ..	O.	T.	F.	C.	7,247
201	National City	Public Library	1896	Gen ..	F.	T.	F.	B.	2,500
202	Nevada City	Free Public Library	1902	Gen ..	O.	T.	F.	B.	3,083
203	.....do	Odd Fellows Library*	1858	Gen ..	F.	C.	Fr.	B.	3,000
204	New Almaden	Hill District School*		Sch ..	F.	T.	F.	B.	1,161
205	Newark	District School	1879	Sch ..	F.	T.	F.	B.	1,000
206	Niles	Free Public Library	1899	Gen ..	O.	D.	S. Fr.	B.	1,000
207	Nordhoff	District School		Sch ..	F.	T.	Fr.	B.	1,172
208	.....do	George Thacher Memorial Free Library	1893	Gen ..	O.	D.	F.	B.	1,686
209	.....do	Thacker's School		Sch ..	F.	C.	Fr.	B.	1,000
210	Novato	Public School		Sch ..	F.	T.	F.	R.	1,322
211	Oakdale	Grammar School	1880	Sch ..	F.	T.	F.	B.	1,000
212	Oakland	Bay School District*		Sch ..	F.	T.	F.	B.	1,400
213	.....do	Birdie Bell, Boys and Girls' Library.*	1898	Soc ..	O.	C.	F.	B.	1,000
214	.....do	California College	1887	Col ..	F.	C.	Fr.	B.	2,520
215	.....do	Convent of Our Lady of the Sacred Heart	1869	Sch ..	F.	C.	Fr.	B.	2,000
216	.....do	Free Public Library ^a	1878	Gen ..	O.	T.	F.	B.	25,687
217	.....do	Pacific Theological Seminary*	1869	Theo ..	F.	C.	F.	R.	7,580
218	.....do	Public High School	1868	Sch ..	F.	T.	Fr.	B.	1,875
219	.....do	St. Mary's College	1862	Sch ..	F.	C.	S. Fr.	B.	12,350
220	Ontario	Public Library	1902	Gen ..	R.	T.	F.	B.	1,968
221	.....do	Public School	1883	Sch ..	F.	T.	Fr.	B.	3,600
222	Orange	Free Public Library	1885	Gen ..	R.	T.	F.	B.	2,848
223	.....do	Public School	1886	Sch ..	F.	T.	Fr.	R.	1,229
224	Groville	Public Library	1903	Gen ..	F.	C.	S. Fr.	B.	1,751
225	.....do	Public School	1858	Sch ..	F.	T.	Fr.	R.	1,500
226	Oxnard	District School	1903	Sch ..	F.	T.	F.	B.	1,200
227	Pacific Grove	Library Association	1888	Gen ..	F.	C.	S. Fr.	B.	2,500
228	Palo Alto	Public Library	1896	Gen ..	O.	T.	F.	B.	2,939
229	Pasadena	Classical School for Boys	1888	Sch ..	F.	T.	Fr.	R.	1,500
230	.....do	Classical School for Girls	1890	Sch ..	F.	C.	Fr.	B.	1,220
231	.....do	Public High School*	1888	Sch ..	F.	T.	Fr.	R.	3,249
232	.....do	Public Library	1883	Gen ..	O.	T.	F.	B.	20,600
233	.....do	Throop Polytechnic	1892	Col ..	F.	C.	Fr.	R.	1,200
234	Paso Robles	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
235	Penryn	District School*	1870	Sch ..	F.	T.	F.	C.	1,000
236	Petaluma .....	.....do.*		Sch ..	F.	T.	F.	B.	1,070
237	.....do	Public Library	1878	Gen ..	F.	T.	F.	B.	9,474
238	Petrolia	Mattole School		Sch ..	F.	T.	F.	B.	1,068
239	Piru	District School		Sch ..	F.	T.	Fr.	R.	1,000
240	Pomona	Public High School*	1890	Sch ..	F.	T.	F.	B.	1,000
241	.....do	Public Library	1887	Gen ..	O.	T.	F.	B.	7,274
242	Portola	School District*		Sch ..	F.	T.	F.	B.	1,000
243	Red Bluff	Aead. of Our Lady of Mercy*	1884	Sch ..	F.	C.	F.	R.	1,000
244	.....do	Public Library	1898	Gen ..	F.	T.	F.	B.	1,500
245	Redding	Free Public Library	1901	Gen ..	O.	T.	F.	B.	1,000

*Statistics of 1900.

^aIncluding 6 reading rooms.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
200	300			\$462		\$462			Bessie Cooper.	183
	78	600		48		48			Albert Carter.	184
	33	200		42		42				185
										186
	845	14,599		660	\$300	960			Mary E. Subers.	187
	60					50				188
										189
										190
										191
636	170					240		\$6,000	Jeannette Ellison	192
200	22	854		46	46	46			J. Hal Cope.	193
	125	1,200		100	190	190				194
		6,221	\$400		435	435			Addie M. Shrode	195
	105		39		39	39				196
5,500	150								R. G. Aitken	197
	50	250		50	50	50			Marian W. Schaeffle	198
	150	500		150	150	150			J. L. Shearer	199
10	600	19,395	2,400		2,600	2,600	15,000		Mary F. Boggs	200
250	415	4,439	600		670	670			Sarah C. Dickinson	201
	340	3,805		1,750	2,988	2,988	1,500		Alice C. Nilon	202
500	75	1,500								203
				49	49	49				204
115	26	1,328	49		49	49			M. Louise Douglass	205
	110	100			135	135	800			206
	60	483		35	35	35			C. L. Edgerton	207
	82	2,027			350	350	400		Zaidee E. Soule	208
										209
	46	318		150	150	150			Elizabeth Whitney	210
100	101									211
190	80	70		50	50	50				212
400	125				250	250	2,000			213
310	72	102		25	25	25			J. T. Wallace	214
	100									215
	3,328	170,527	24,809	300	25,846	25,846	87,000		Chas. S. Greene	216
	249									217
	426									218
2,000	170								Br. R. Bernard	219
	141	9,861	1,500		1,500	1,500			Miss K. A. Monroe	220
	330			225	225	225			Minnie E. Pollock	221
	270	9,957	497		661	661			Anna C. Field	222
	137	500							Carrie Dimnick	223
158	210	1,635			729	997			Ida M. Reagan	224
	90	423		80	80	80				225
										226
500	200	3,718			314	314			Miss A. S. Bigger	227
270	704	13,757	1,147		1,493	1,493			Anne Hadden	228
										229
	274			150	150	150			Adele M. Roth	230
50	2,379	101,530	6,173		6,173	6,173	50,000		Miss N. M. Russ	231
2,000	150								Jennie Coleman	232
2,000										233
	50	200								234
										235
	281	15,467	1,530		1,645	1,645			Sara Frances Cassiday	236
20	18	50		22	22	22			Nellie McSweeney	237
	40			50	50	50				238
500	50	2,000	300	84	384	384				239
	871	33,898	7,068	1,336	8,547	8,547	16,500		Mabel E. Prentiss	240
										241
										242
										243
5	224	2,801	555		20	20			Susie Dodson	244
	200	738	300	100	500	500			Mrs. M. E. Arom	245

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.	
1	2	3	4	5	6	7	8	9	
CALIFORNIA—CON.									
246	Redlands.....	A. K. Smiley Public Library ..	1894	Gen ..	O.	T.	F.	B.	8,270
247	do.....	District School	1884	Sch ...	F.	T.	F.	B.	1,880
248	do.....	Redlands, Lugonia, and Craf- ton Union High School.	1892	Sch ...	F.	T.	Fr.	R.	1,180
249	Redwood City	Free Library		Gen ...	R.	T.	F.	B.	1,849
250	do.....	School District *.....	1880	Sch ...	F.	T.	Fr.	B.	1,500
251	Riverside	Public High School		Sch ...	F.	T.	Fr.	B.	1,000
252	do.....	Public Library	1889	Gen ...	O.	T.	F.	B.	13,743
253	do.....	Riverside County Law Lib ..	1895	Law ..	F.	C.	S.	R.	1,250
254	Rio Vista.....	St. Gertrude's Academy		Sch ...	F.	C.	Fr.	B.	1,000
255	Rocklin.....	Public School	1860	Sch ...	F.	T.	S. Fr.	B.	2,500
256	Ross.....	Ross Landing District School.	1880	Sch ...	F.	T.	S.	C.	1,000
257	Sacramento.....	Free Public Library	1879	Gen ...	O.	T.	F.	B.	34,898
258	do.....	Howe's Acad. and Bus. Coll..		Sch ...	F.	C.	Fr.	B.	1,200
259	do.....	Sacramento Institute.....	1875	Sch ...	F.	C.	Fr.	R.	3,000
260	do.....	State Library	1880	State.	F.	T.	F.	R.	123,000
261	St. Helena.....	Free Public Library	1892	Gen ...	F.	T.	F.	B.	2,049
262	Salinas.....	Odd Fellows' Library	1888	O. F....	F.	C.	S. Fr.	B.	4,000
263	Salinas.....	Public School		Sch ...	F.	T.	Fr.	B.	1,500
264	San Anselmo.....	San Francisco Theological Seminary.	1871	Theo ..	F.	C.	Fr.	R.	14,148
265	San Bernardino...	Public Library	1890	Gen ..	R.	T.	F.	B.	5,818
266	San Diego.....	Public High School	1885	Sch ...	F.	T.	Fr.	B.	1,474
267	do.....	Public Library	1882	Gen ..	O.	T.	F.	B.	20,000
268	do.....	San Diego County Law Lib.*..	1892	Law ..	F.	T.	F.	R.	2,893
269	do.....	San Diego County Teachers' Library.	1890	Scien ..	F.	T.	Fr.	B.	2,545
270	do.....	School of Antiquity	1893	Sch ...	O.	C.	S.	R.	5,000
271	do.....	State Normal School	1897	Sch ...	F.	T.	Fr.	B.	3,226
272	San Francisco.....	Astronomical Society of the Pacific.	1889	Sci	R.	C.	Fr.	R.	1,343
273	do.....	Bancroft Library		Hist ..	O.	C.	Fr.	R.	40,000
274	do.....	Bar Assoc. of San Francisco*	1884	Law ...	R.	C.	S.	R.	5,500
275	do.....	Bibliothèque de la Ligue Na- tionale Française.	1876	Soc	R.	C.	S. Fr.	B.	20,498
276	do.....	B'nai Brith	1876	Soc	R.	C.	Fr.	B.	11,000
277	do.....	Bohemian Club	1872	Soc	R.	C.	S. Fr.	R.	10,000
278	do.....	Cal. Academy of Sciences	1853	Sci	F.	C.	Fr.	R.	11,171
279	do.....	Cal. State Mining Bureau	1880	State ..	F.	T.	F.	R.	6,000
280	do.....	Chamber of Commerce of San Francisco.	1851	Mer	R.	C.	F.	R.	2,100
281	do.....	College of Notre Dame	1869	Sch ...	F.	C.	S.	B.	2,000
282	do.....	Cooper Medical Library	1890	Med ...	F.	D.	F.	R.	5,000
283	San Francisco (Presidio).	Fifth Field Battery	1860	Gen ...	F.	C.	Fr.	B.	2,000
284	San Francisco	First New Jerusalem Church.	1852	Theo ...	F.	D.	Fr.	B.	2,000
285	do.....	Geographical Society of the Pacific.	1881	Sci	R.	C.	Fr.	R.	4,720
286	do.....	Girls' High School	1863	Sch ...	F.	T.	Fr.	R.	1,981
287	do.....	Grand Lodge, F. and A. M.*..		Mas ...	F.	C.	S.	R.	2,000
288	do.....	Hahnemann Medical College of the Pacific.	1899	Med ...	F.	C.	Fr.	E.	3,200
289	do.....	Hamlin School	1896	Sch ...	R.	C.	Fr.	B.	2,200
290	do.....	Irving Institute	1880	Sch ...	R.	C.	Fr.	R.	4,000
291	do.....	Ladies' Sodality of St. Igna- tius Church.	1861	Soc ...	F.	D.	Fr.	B.	6,000
292	do.....	Law Lib., Sou. Pacific Co.*..		Law ...	F.	C.	F.	R.	12,000
293	do.....	Mariners' Free Reading Room	1876	Gen ...	R.	C.	Fr.	R.	1,000
294	do.....	Mechanics' Institute	1855	Gen ...	O.	C.	S. Fr.	B.	116,000
295	do.....	Med. Dept. Univ. of California	1897	Med ...	F.	C.	F.	R.	2,880
296	do.....	Mercantile Library Assoc	1853	Mer ...	R.	C.	S. Fr.	B.	80,000
297	do.....	Mills Building Law Library..	1892	Law ...	F.	C.	Fr.	R.	15,000
298	do.....	Polytechnic High School	1892	Sch ...	F.	T.	Fr.	R.	1,000
299	San Francisco (Presidio).	Post Library		Gar ...	F.	T.	Fr.	B.	2,500
300	San Francisco.....	Public Library a.....	1879	Gen ..	F.	T.	F.	B.	150,884

*Statistics of 1900.

a Including 6 branches and 6 stations.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
947 20	826 200	40,797	\$5,200			\$5,455			Antoinette M. Humphreys	246
									E. Grace Ward	247
										248
	140	7,068	580			580			Laura Barton	249
		3,470	50			50				250
										251
	280	69,808	5,925			6,915			Grace L. Mansfield	252
2,100	60				\$246	246			W. W. Phelps	253
										254
	100	360		\$50		50			C. Philippi	255
50		245		40		40			Margrette M. Curran	256
2,300	2,618	91,218	10,482			10,773		\$12,500	L. W. Ripley	257
										258
										259
	2,700			37,080		37,080			J. L. Gillis	260
300	202	3,040	688			701			Lovisa Thompson	261
		1,339				110			W. H. Clark	262
	100									263
										264
	434	29,067	5,537			5,789				265
100	157								Laura E. Dyer	266
4,190	681	76,422	6,000			6,245		60,000		267
	43			445		445				268
300	325	1,576				108				269
									Francis M. Pierce	270
	150	6,290							Lydia M. Horton	271
1,000	100				60	60	\$1,500		Sidney D. Townley	272
20,000	1,000								H. H. Bancroft	273
	356					1,317			C. Maubec	274
										275
	336	20,873				1,750			Louis Michaels	276
500										277
4,000	366								Louis Falkenau	278
4,300	58								Chas. S. Scott	279
	120								E. Scott	280
150	75					110			Señor M. Xavier	281
6,000	235								David M. Belfrage	282
400	50					50			Gustav Wunderlich	283
							1,500		A. W. Manning	284
5,890	40								T. F. Trenor	285
	10									
									Elisha Brooks	286
	75					150			Guy E. Manning, M. D.	287
										288
	50					200				
	20								Rev. E. B. Church, A. M.	289
	1,000	3,000				700			Sylvia O'Loghlen	290
										291
1,000	8								Henry F. Eden	292
25,000	5,000	170,000			18,200	37,800		300,000	Frederick J. Teggart	293
6,000	406					3,730				294
									W. R. Williams	295
	500								John M. Elmore	296
									W. N. Bush	297
										298
										299
5,000	4,587	792,209	63,029			66,096			George T. Clark	300

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, Taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	CALIFORNIA—CON.								
301	San Francisco	Public School Teachers' Lib.	1854	Sch.	F.	C.	F.	B.	3,200
302	do.	Sacred Heart Academy *	1887	Sch.	F.	C.	Fr.	R.	3,000
303	do.	Sacred Heart College.	1873	Sch.	F.	C.	Fr.	R.	3,075
304	do.	Sacred Heart Present'n Conv.	1870	Sch.	F.	C.	Fr.	B.	6,015
305	do.	St. Bridget's School.	.....	Sch.	F.	C.	Fr.	C.	1,000
306	do.	St. Ignatius College.	1856	Col.	F.	C.	Fr.	B.	44,441
307	do.	St. Vincent's School.	1854	Sch.	F.	C.	Fr.	C.	3,000
308	do.	San Francisco Co. Med. Soc.	.....	Med.	R.	C.	Fr.	B.	1,500
309	do.	San Francisco Law Library.	1869	Law.	F.	T. C.	S.	B.	42,316
310	do.	San Francisco Microscop. Soc.	1872	Sci.	R.	C.	Fr.	B.	2,500
311	do.	Society of California Pioneers.	.....	Soc.	F.	C.	Fr.	B.	5,000
312	do.	State Normal School.	1899	Sch.	R.	T.	S. Fr.	B.	5,661
313	do.	Supreme Court.	1868	Law.	R.	T.	Fr.	B.	18,000
314	do.	Sutro Library.	1879	Gen.	R.	C.	F.	R.	20,000
315	do.	Theosophical Soc., San Fran.*	.....	Sci.	R.	C.	F.	B.	2,000
316	do.	University Club.	1891	Soc.	F.	C.	S.	R.	3,500
317	do.	Wells-Fargo Library Assoc.*	1890	Soc.	F.	C.	Fr.	B.	3,100
318	do.	West's (Miss) School.	1875	Sch.	F.	C.	Fr.	R.	1,200
319	do.	Young Men's Christian Assoc.	1853	Y. M.	F.	C.	S. Fr.	R.	6,000
320	San Jose	College of Notre Dame	1851	Gen.	O.	C.	S.	B.	7,550
321	do.	Free Public Library.	1880	Gen.	O.	T.	F.	B.	13,758
322	do.	Hester District School.	.....	Sch.	F.	T.	Fr.	R.	1,000
323	do.	Law Library.	1876	Law.	F.	T.	S.	B.	4,000
324	do.	St. Joseph's Academy.	1886	Theo.	F.	C.	Fr.	R.	10,000
325	do.	State Normal School.	1862	Sch.	F.	T.	Fr.	B.	8,085
326	do.	University of the Pacific	.....	Col.	F.	C.	Fr.	R.	2,000
327	San Juan.	Public Library.	1893	Gen.	F.	C.	Fr.	B.	2,024
328	San Lorenzo	Public School.	1852	Sch.	F.	T.	Fr.	R.	1,200
329	San Luis Obispo.	Free Public Library.	1897	Gen.	R.	T.	F.	B.	3,685
330	San Mateo	Church Divinity School of the Pacific.	1893	Theo.	O.	C.	Fr.	R.	4,500
331	do.	Free Public Library.	1899	Gen.	F.	T.	F.	B.	6,658
332	do.	Public School.	1860	Sch.	F.	T.	F.	B.	2,000
333	do.	St. Margaret's School.	.....	Sch.	F.	C.	Fr.	B.	1,000
334	do.	St. Matthew's School.	1866	Sch.	F.	C.	Fr.	R.	1,000
335	San Quentin	Prison Library.	1883	Asy.	F.	T.	Fr.	B.	4,000
336	San Rafael.	Dominican College.	1890	Sch.	F.	C.	Fr.	B.	7,000
337	do.	Free Public Library.	1890	Gen.	F.	T.	F.	B.	4,738
338	do.	Mt. Tamalpais Military Acad.	.....	Sch.	F.	C.	Fr.	B.	2,000
339	Santa Ana	Free Public Library.	1891	Gen.	O.	T.	F.	B.	4,198
340	do.	Orange Co. Teach. Ref. Lib.	1889	Sch.	F.	T.	F.	B.	3,108
341	do.	Public High School.	1889	Sch.	F.	T.	Fr.	B.	1,867
342	do.	Santa Ana School*.	1888	Sch.	F.	T.	F.	B.	2,300
343	Santa Barbara	Free Public Library.	1882	Gen.	O.	T.	F.	B.	17,600
344	do.	Public High School.	1883	Sch.	F.	T.	Fr.	B.	4,200
345	do.	Society of Natural History.	1876	Sci.	F.	C.	S. Fr.	R.	5,000
346	Santa Clara	Notre Dame Academy.	1862	Col.	F.	C.	Fr.	B.	1,220
347	do.	Public Library.	1903	Gen.	R.	T.	F.	B.	1,800
348	do.	Santa Clara College.	1851	Col.	F.	C.	F.	R.	17,150
349	do.	Reading Room.	.....	Col.	O.	C.	S. Fr.	R.	1,500
350	do.	Sodality Debating Soc.	1890	Col.	F.	C.	S.	B.	1,118
351	Santa Cruz.	City Free Library.	1868	Gen.	O.	T.	F.	B.	13,204
352	do.	Public High School.	.....	Sch.	F.	T.	Fr.	B.	1,000
353	do.	Public School*.	.....	Sch.	F.	T.	F.	R.	1,250
354	Santa Maria	Union High School.	.....	Sch.	F.	T.	Fr.	B.	1,000
355	Santa Monica	Public High School.	1891	Sch.	R.	T.	Fr.	R.	1,050
356	do.	Public Library.	1890	Gen.	O.	T.	F.	B.	5,544
357	Santa Paula.	Grammar School.	1870	Sch.	F.	T.	Fr.	R.	1,400
358	do.	Union High School.	1891	Sch.	F.	T.	F.	R.	1,200
359	Santa Rosa	Free Public Library.	1884	Gen.	O.	T.	F.	B.	13,018
360	do.	Pacific Methodist College*.	1862	Col.	F.	C.	F.	B.	2,000
361	do.	Public High School.	.....	Sch.	F.	T.	Fr.	B.	1,000
362	do.	Public School*.	.....	Sch.	F.	T.	F.	B.	2,750
363	do.	Rincon School.	1865	Sch.	F.	T.	F.	B.	1,000
364	Santa Ynez.	Public High School.	.....	Sch.	F.	T.	Fr.	B.	1,000
365	Saratoga	Public School.	1870	Sch.	F.	T.	Fr.	B.	1,000
366	Sausalito	District School*.	.....	Sch.	F.	T.	F.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Reports from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
100	30					\$238				301
806	23								Brother Leo, F. S. C.	302
	40					75			Sister M. Conception	303
8,377	112								J. Landry, S. J.	304
		125							Van H. Hulen, M. D.	305
500	965			\$4,140		11,334				306
	20									307
10,000	2,320			1,311		1,702			Stella Huntington	308
						2,000			Benjamin Edson	309
5	100									310
	30								Knox Maddox	311
10	150	19,142				2,150				312
	40								A. A. Macurda	313
	50					380			Sister M. Bernardine	314
	1,217	63,391	\$6,872			7,135		\$50,000	Mary Barmby	315
				50		50			Miss H. G. Garron	316
									C. A. Barchi, S. J.	317
	250			750		750			Ruth Royce	318
									Eileen Breen	319
200	65	785				147			Geo. Edgar	320
4,956	50	50		75		75			Frances M. Milne	321
	561	11,363	1,416			1,483			James O. Lincoln	322
									C. H. Kirkbride	323
500	322	8,108	811			858			Geo. W. Hall	324
	400	1,000		200		200				325
									W. A. Brewer	326
	100								Rev. A. Drahms	327
	300								Mother Louis	328
	114	17,299	1,502			1,548			S. Lizzie Baker	329
										330
154	157	19,859	1,558			1,645		16,000	Jeannette McFadden	331
125	177	425							J. B. Nichols	332
	150									333
1,232	269			100		239				334
	500	38,000	3,768			3,768		12,000	Mrs. M. C. Rust	335
150	200		850			350			William A. Wilson	336
						3,835				337
200	25								Sr. Louise of St. Joseph	338
50									W. A. Beattie	339
700	250	420							James M. O'Sullivan, S. J.	340
	45								John C. Grisez, S. J.	341
1,486	119	149				218			John H. Riordan	342
	560	45,946	3,745			3,930			Minerva H. Waterman	343
										344
	100									345
	50			100		100			D. A. Eckert	346
300	244	22,384							Elfie A. Mosse	347
				130		130				348
400	75								J. C. Owen	349
	558	29,248	2,150			2,214			Anna B. Kumli	350
500	50									351
										352
	400								Effie Slusser	353
		200								354
100	50	100		47		47			Frances De Rome	355
125						50	\$50			356

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Price, subscrip- tion or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	CALIFORNIA—CON.								
367	Sierra Madre	Public Library	1886	Gen	O.	C.	S. Fr.	B.	1,650
368	Soldiers Home	Pac. Br. Nat. Home for D. V. S.	1890	Gar	F.	C.	Fr.	B.	4,465
369	Sonoma	Union High School	1893	Sch	F.	T.	Fr.	R.	1,050
370	Soquel	Public School	1890	Sch	F.	T.	Fr.	R.	1,000
371	South Pasadena	Public Library	1895	Gen	R.	T.	F.	B.	2,716
372	Stanford Univ.	Leland Stanford Junior Univ.	1891	Col	O.	C.	F.	B.	76,551
373	do.	Law Department		Law	F.	C.	Fr.	R.	7,500
374	Stockton	Free Pub. and Hazelton Lib.	1880	Gen	O.	T.	F.	B.	35,419
375	do.	Public High School		Sch	F.	T.	Fr.	B.	1,247
376	do.	San Joaquin Co. Law Library	1894	Law	F.	T.	F.	R.	5,000
377	Tamale	District School*		Sch	F.	T.	F.	R.	1,000
378	Truckee	Public School*	1892	Sch	F.	T.	F.	R.	1,000
379	Tulare	Free Public Library	1885	Gen	O.	T.	F.	B.	3,198
380	do.	Public School		Sch	F.	T.	F.	R.	1,806
381	Tustin	Public School		Sch	F.	T.	F.	B.	1,260
382	Vacaville	District School*		Sch	F.	T.	S.	B.	1,150
383	do.	Union High School	1897	Sch	F.	T.	F.	B.	1,000
384	Vallejo	Free Library	1884	Gen	R.	T.	F.	B.	4,600
385	do.	Public School		Sch	F.	T.	Fr.	B.	1,758
386	do.	St. Vincent's Convent School		Sch	F.	C.	Fr.	B.	1,000
387	Ventura	Public Library	1872	Gen	F.	T.	F.	B.	4,000
388	Volta	District School		Sch	F.	T.	F.	B.	1,400
389	Waterman	Preston School of Industry	1885	Asy	F.	C.	Fr.	B.	1,650
390	Watsonville	District School*		Sch	F.	T.	F.	R.	1,123
391	do.	Public Library	1896	Gen	R.	T.	F.	C.	3,449
392	Wheatland	Public School	1870	Sch	F.	T.	F.	B.	1,000
393	Whittier	State School		Sch	F.	T.	Fr.	R.	3,500
394	Woodland	Free Library*	1892	Gen	F.	T.	Fr.	B.	5,000
395	do.	Holy Rosary Academy		Sch	F.	C.	Fr.	B.	1,000
396	Wood-side (Portola)	Portola District School		Sch	F.	T.	F.	B.	1,030
397	Yreka	Siskiyou County High School		Sch	F.	T.	Fr.	B.	1,097
398	Yuba City	Public School		Sch	F.	T.	F.	B.	1,000
	COLORADO.								
399	Aspen	City School	1885	Sch	F.	T.	F.	R.	1,500
400	Blackhawk	Public High School		Sch	F.	T.	Fr.	B.	1,000
401	Boulder	Free Library	1889	Gen	R.	T.	F.	B.	1,800
402	do.	McKenzie Library*	1890	Sch	F.	C.	Fr.	R.	1,547
403	do.	State Preparatory School		Sch	F.	T.	Fr.	B.	3,000
404	do.	University of Colorado (Buckingham Library)	1887	Col	O.	T.	Fr.	B.	28,500
405	do.	Colorado School of Law		Law	F.	T.	Fr.	B.	3,000
406	Canon City	Mount St. Scholastica's Acad.	1896	Sch	F.	C.	S.	B.	1,500
407	do.	Public High School	1884	Sch	F.	T.	Fr.	B.	1,000
408	do.	Public Library	1886	Gen	O.	T.	F.	B.	4,000
409	do.	State Penitentiary	1882	Asy	F.	T.	Fr.	R.	3,200
410	Central City	City School	1875	Sch	F.	T.	Fr.	B.	2,500
411	Colorado City	Wood's Library	1896	Gen	R.	T.	S. Fr.	B.	1,536
412	Colorado Springs	Colorado Col. (Coburn Lib.)	1883	Col	O.	C.	S. Fr.	B.	37,000
413	do.	Public High School	1900	Sch	F.	T. D.	Fr.	B.	4,563
414	do.	Public Library	1885	Gen	R.	T.	F.	B.	10,114
415	do.	School for Deaf and Blind	1874	Asy	F.	T.	Fr.	B.	3,000
416	Denver	Brown Law Library Assoc.	1885	Law	F.	C.	Fr.	C.	6,000
417	do.	Cathedral or Diocesan Lib.	1873	Theo	F.	C.	Fr.	B.	6,000
418	do.	College of the Sacred Heart	1885	Col	F.	C.	Fr.	R.	6,000
419	do.	Colorado Scientific Society	1882	Sci	F.	C.	Fr.	R.	2,500
420	do.	Denver Univ. Law School	1893	Law	F.	C.	Fr.	R.	4,000
421	do.	East Side High School		Sch	F.	T.	Fr.	B.	2,900
422	do.	Equitable Life Assurance Society's Law Library	1900	Law	F.	C.	Fr.	R.	8,000
423	do.	Ernest and Cramner Law Library	1890	Law	O.	C.	Fr.	R.	12,000
424	do.	Manual Training High School	1894	Sch	F.	T.	F.	R.	2,250
425	do.	North Side High School	1884	Sch	F.	T.	Fr.	R.	2,300
426	do.	Northwestern Library Co	1896	Gen	R.	C.	S. Fr.	C.	12,500

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	COLORADO—CON.								
427	Denver	Public High School (District No. 1).*	1874	Sch...	F.	T.	Fr.	R.	3,000
428	.....do.....	Public High School (District No. 2).*	.....	Sch...	F.	T.	Fr.	R.	2,871
429	.....do.....	Public Library of the City of Denver.	1886	Gen..	O.	T.	F.	B.	84,000
430	.....do.....	Schleier Law Library*.....	1897	Law..	F.	C.	S.	B.	7,000
431	.....do.....	State Historical and Natural History Society of Colorado.	1879	Hist..	F.	T.	Fr.	R.	12,000
432	.....do.....	State Library.....	1861	State	F.	T.	F.	R.	15,500
433	.....do.....	Supreme Court Law Library..	1861	Law..	F.	T.	F.	R.	15,000
434	.....do.....	West Side High School.....	1883	Sch..	F.	D.	Fr.	B.	3,500
435	.....do.....	Wolfe Hall.....	1867	Sch..	F.	D.	Fr.	B.	2,000
436	.....do.....	Young Men's Christian Assoc.	1880	Y. M..	R.	C.	S.	B.	1,300
437	.....do.....	Y. M. C. A. Library, D. and R. G. Railway Department.	1891	Y. M..	R.	C.	S.	B.	1,600
438	Durango	Ladies' Library Association*.	1890	Gen..	F.	C.	Fr.	B.	2,000
439	Florence	Lib. and Free Reading Room.	1897	Gen..	R.	C.	S. Fr.	B.	1,000
440	Fort Collins.....	Public High School*.....	.....	Sch..	F.	T.	Fr.	B.	1,000
441	.....do.....	Public Library.....	1900	Gen..	O.	T.	F.	B.	2,721
442	.....do.....	State Agricultural College..	1879	Col..	F.	T.	Fr.	B.	19,000
443	Fruita	School District No. 2.....	.....	Sch..	F.	T.	F.	C.	1,050
444	Glenwood Springs.	Glenwood High School.....	.....	Sch..	F.	T.	Fr.	B.	1,250
445	Golden.....	Colorado School of Mines.....	1880	Col..	F.	T.	F.	B.	6,437
446	.....do.....	Public High School.....	.....	Sch..	F.	T.	Fr.	B.	1,277
447	Grand Junction.....	Public Library.....	1901	Gen..	O.	T.	F.	B.	2,194
448	.....do.....	Public School.....	1893	Sch..	F.	T.	F.	B.	2,800
449	.....do.....	Western Colorado Academy of Sciences.	1891	Sci..	R.	C.	F.	R.	3,000
450	Greeley	Public Library*.....	1885	Gen..	F.	C.	S.	B.	3,500
451	.....do.....	State Normal School.....	1891	Sch..	F.	T.	S. Fr.	B.	19,500
452	Idaho Springs	Public High School*.....	.....	Sch..	F.	T.	F.	B.	1,100
453	.....do.....	Public Library.....	1899	Gen..	F.	C.	S. Fr.	C.	2,880
454	Lajunta	Public and Union High School	.....	Sch..	F.	T.	F.	R.	1,500
455	.....do.....	Young Folks' Library.....	1888	Gen..	O.	T. D.	F.	B.	9,517
456	Leadville	Public Library.....	.....	Gen..	O.	T.	F.	B.	2,400
457	.....do.....	Public School.....	.....	Sch..	F.	T.	Fr.	B.	6,083
458	Loveland	Public High School.....	.....	Sch..	F.	T.	Fr.	B.	1,000
459	Montevista	Public High School.....	.....	Sch..	F.	C.	Fr.	B.	1,000
460	.....do.....	Public Library.....	1884	Gen..	O.	C.	S. Fr.	B.	2,485
461	Montrose	Public School.....	.....	Sch..	F.	T.	S.	B.	2,000
462	Ouray	Lincoln Memorial Public Lib.*	1897	Gen..	F.	C.	Fr.	B.	1,200
463	.....do.....	Walsh Public Library.....	1901	Gen..	F.	T.	F.	B.	7,000
464	Pueblo	Central Block Law Library..	1892	Law..	F.	C.	Fr.	R.	3,000
465	.....do.....	Central High School, Dist. 20.	1898	Sch..	F.	T.	Fr.	R.	1,173
466	.....do.....	Grand Opera House Law Lib.	1891	Law..	F.	C.	Fr.	B.	2,454
467	.....do.....	Loretto Academy.....	.....	Sch..	F.	C.	Fr.	B.	1,500
468	.....do.....	McClelland Public Library..	1891	Gen..	O.	T.	F.	B.	17,060
469	.....do.....	Public High School, Dist. 1.	.....	Sch..	F.	T.	Fr.	R.	2,038
470	Rockyford	Public School.....	1895	Sch..	F.	T.	F.	R.	1,000
471	Saguache	Saguache County High Sch..	1901	Sch..	F.	T. C.	S. Fr.	B.	1,123
472	Salida	Public School Library, Tues- day Evening Club.*	1894	Sch..	F.	T.	Fr.	B.	1,500
473	Telluride	Public High School.....	.....	Sch..	F.	T.	Fr.	B.	1,100
474	Trinidad	Free Public Library.....	1882	Gen..	R.	T.	F.	C.	8,758
475	University Park.....	University of Denver.....	1864	Col..	F.	C.	S. Fr.	B.	12,000
	CONNECTICUT.								
476	Abington	Social Library.....	1793	Soc...	O.	C.	F.	C.	1,060
477	Andover	Public Library.....	1855	Gen..	F.	T.	F.	C.	2,300
478	Ansonia	Ansonia Library.....	1891	Gen..	O.	T.	F.	B.	9,054
479	.....do.....	Public High School.....	1885	Sch..	F.	T.	Fr.	B.	2,000
480	.....do.....	Young Men's Christian Assoc.	1883	Y. M..	F.	C.	S. Fr.	B.	1,000
481	Baltic	Academy of the Holy Family.	.....	Sch..	F.	C.	Fr.	B.	1,000
482	Berlin	Free Library.....	.....	Gen..	O.	T.	F.	B.	2,519
483	Bethlehem.....	Free Public Library.....	1900	Gen..	F.	T.	F.	B.	1,200

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating, B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
.....	700	.....	\$350	.....	.....	\$350	.....	.....	.....	427
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	428
6,500	7,416	366,473	34,302	.....	.....	36,785	.....	.....	Charles R. Dudley.....	429
.....	406	.....	.....	\$3,043	.....	3,043	.....	.....	.....	430
6,602	1,815	.....	.....	1,500	.....	1,500	.....	.....	Mary F. Miller.....	431
.....	1,200	.....	.....	.....	.....	2,000	.....	.....	H. G. Clark.....	432
500	230	4,000	.....	.....	.....	300	.....	.....	.....	433
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	434
75	.....	.....	.....	.....	.....	.....	.....	.....	W. M. Danner.....	435
.....	60	3,418	.....	.....	.....	2,592	.....	.....	Leroy Burdick.....	436
200	150	1,500	.....	.....	.....	354	.....	.....	.....	437
.....	426	2,158	.....	240	.....	517	.....	.....	Frances A. Collar.....	438
1,000	553	15,970	905	.....	.....	1,288	.....	.....	Elfreda Stebbins.....	439
5,000	881	900	.....	.....	.....	.....	.....	.....	Joseph F. Daniels.....	440
90	46	1,075	.....	.....	.....	.....	.....	.....	Lillian Crosby.....	441
3,000	1,215	1,049	.....	.....	.....	.....	.....	.....	.....	442
.....	409	12,481	.....	1,200	.....	1,326	.....	.....	Mabel C. Shrum.....	443
1,200	100	.....	.....	.....	.....	.....	.....	\$8,000	Almeda N. Jay.....	444
3,500	150	.....	.....	.....	.....	175	.....	.....	.....	445
.....	.....	.....	.....	.....	.....	.....	.....	.....	C. B. Rich.....	446
700	350	12,179	.....	400	.....	505	.....	.....	.....	447
3,000	1,761	15,000	.....	.....	.....	.....	.....	.....	Albert F. Carter.....	448
.....	200	.....	.....	.....	.....	292	.....	.....	.....	449
500	.....	.....	.....	500	.....	500	.....	.....	.....	450
800	270	6,000	600	.....	.....	900	.....	.....	Newman H. Lewis.....	451
.....	2,400	.....	1,750	.....	.....	2,410	.....	.....	Zoe D. Guernsey.....	452
.....	793	7,000	500	.....	.....	657	.....	.....	Fred P. Austin.....	453
30	100	.....	.....	.....	.....	100	.....	.....	.....	454
230	70	2,086	.....	60	.....	464	.....	.....	M. E. Conant.....	455
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	456
300	110	1,800	.....	.....	.....	50	.....	.....	.....	457
.....	.....	12,000	.....	1,000	.....	1,015	.....	.....	Ara E. Horne.....	458
75	200	.....	.....	.....	.....	.....	.....	.....	.....	459
166	73	.....	.....	.....	.....	\$219	.....	.....	.....	460
.....	.....	.....	.....	.....	.....	257	.....	.....	Weldon Keeling.....	461
.....	1,780	58,183	.....	6,000	.....	6,252	.....	70,000	Joseph W. Chapinan.....	462
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	463
200	.....	5,880	.....	.....	.....	158	.....	.....	A. B. Webster.....	464
300	.....	900	.....	.....	.....	430	.....	.....	Allie M. Davis.....	465
100	.....	.....	50	.....	.....	260	.....	.....	.....	466
.....	158	12,878	.....	.....	.....	.....	.....	.....	Thomas Winsor.....	467
2,000	880	3,000	.....	.....	.....	879	.....	.....	D. E. Phillips.....	468
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	469
.....	4	.....	.....	.....	.....	100	.....	1,000	Joseph Gilbert.....	470
.....	60	.....	50	50	.....	.....	.....	.....	Mary E. Hyde.....	471
.....	811	36,771	.....	2,500	.....	3,374	\$1,000	57,000	Anna Hadley.....	472
.....	50	.....	.....	50	.....	50	.....	.....	A. D. Call.....	473
1,000	.....	600	.....	.....	.....	.....	.....	.....	.....	474
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	475
.....	186	3,744	.....	100	20	120	741	.....	Emily Brandegee.....	476
12	57	989	.....	50	.....	55	.....	.....	Alice E. Bird.....	477

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	CONNECTICUT—CON.								
484	Bethlehem.....	Library Association *.....	1857	Gen ..	R.	C.	S.	C.	1,600
485	Black Hall.....	Black Hall School.....	1876	Sch ...	F.	C.	Fr.	R.	1,000
486	Branford.....	James Blackstone Mem.Lib.	1893	Gen ..	O.	C.	F.	B.	15,161
487	Bridgeport.....	Bridgeport Training School for Teachers.	.....	Sch ...	F.	T.	Fr.	R.	1,075
488	.....do.....	Fairfield County Law Library.	1877	Law ..	F.	T.	F.	R.	10,000
489	.....do.....	Park Avenue Institute .....	.....	Sch ...	F.	C.	Fr.	B.	3,000
490	.....do.....	Public High School	1881	Sch ...	F.	D.	F.	R.	1,796
491	.....do.....	Public Lib. and Read.Room.	1881	Gen ..	O.	T.	F.	B.	40,037
492	.....do.....	Sea Side Institute	1887	Gen ..	F.	C.	Fr.	R.	1,000
493	.....do.....	University School	1892	Sch ...	R.	C.	Fr.	R.	2,600
494	Bristol.....	Free Public Library.....	1892	Gen ..	O.	T.	F.	B.	10,987
495	.....do.....	Public High School	1890	Sch ...	F.	T.	Fr.	B.	1,000
496	Brooklyn	Town Library	1890	Gen ..	F.	C.	F.	B.	2,250
497	Canaan	Douglas Library.....	1821	Gen ..	O.	T.	F.	B.	5,000
498	Chester	Public Library	1896	Gen ..	F.	T.	F.	C.	2,883
499	Clinton	Morgan School*.....	.....	Sch ...	F.	C.	Fr.	B.	2,000
500	Colechester	Library Association	1857	Gen ..	R.	C.	S. Fr.	B.	3,000
501	Columbia	Free Library *.....	1882	Gen ..	O.	T. C.	F.	B.	4,000
502	Cornwall	Library Association	1869	Gen ..	F.	C.	S. Fr.	B.	3,100
503	Cromwell	Belden Library Association ..	1888	Gen ..	F.	C.	Fr.	B.	1,350
504	Danbury	Danbury Library	1869	Gen ..	O.	C.	F.	B.	15,616
505	.....do.....	St. Peters Roman Catholic Soc	1896	Gen ..	O.	C.	F.	B.	15,000
506	Danielson	Free Public Library.....	1852	Gen ..	O.	T.	F.	B.	6,000
507	.....do.....	Killingly High School	1872	Sch ...	F.	D.	Fr.	R.	1,225
508	Darien	Free Library	1901	Gen ..	R.	C.	F.	B.	1,600
509	Derby	Allis's Circulating Library ..	1853	Gen ..	O.	C.	S.	C.	5,000
510	.....do.....	Derby Neck Library.....	1897	Gen ..	F.	C.	F.	B.	7,000
511	.....do.....	Public Library	1901	Gen ..	O.	T.	F.	B.	6,999
512	Durham Center.....	Durham Public Library	1894	Gen ..	O.	T.	F.	B.	2,850
513	East Hartford.....	Public Library	1896	Gen ..	F.	T.	F.	B.	4,362
514	.....do.....	Raymond Library	1883	Gen ..	O.	C.	S. Fr.	B.	2,685
515	East River	Library Company	1876	Gen ..	O.	C.	S. Fr.	B.	1,649
516	East Windsor	Library Association	1849	Gen ..	F.	C.	S. Fr.	C.	1,000
517	Ellington	Hall Memorial Library.....	1897	Gen ..	O.	T.	F.	C.	2,375
518	Essex	Public Library .....	.....	Gen ..	O.	C.	Fr.	C.	1,460
519	Fairfield	Hook and Ladder Company.....	.....	Gen ..	F.	C.	Fr.	R.	1,000
520	.....do.....	Memorial Library	1876	Gen ..	O.	C.	F.	B.	3,265
521	Falls Village.....	David M. Hunt Library	1891	Sch ...	O.	C.	S. Fr.	R.	3,066
522	Farmington	Porter (Miss) and Dow's (Mrs.) School.*	.....	Sch ...	F.	C.	F.	B.	3,000
523	.....do.....	Village Library.....	1890	Gen ..	F.	C.	F.	B.	4,497
524	Granby	Public Library	1887	Gen ..	F.	C.	F.	C.	1,900
525	Greenwich	Public School	1894	Sch ...	F.	T.	Fr.	R.	1,250
526	.....do.....	Reading Room and Lib. Assoc.	1877	Gen ..	O.	D.	F.	B.	7,000
527	Griswold	Coit Library Association *.....	1879	Gen ..	R.	C.	F.	B.	1,800
528	Groton	Bill Memorial Library.....	1888	Gen ..	O.	C.	F.	B.	4,283
529	Guilford	Circulating Library	1870	Gen ..	F.	T.	S. Fr.	B.	1,300
530	Hampton	Public Library	1896	Gen ..	F.	T.	F.	B.	1,860
531	Hartford	American School for the Deaf.	1817	Asy ..	F.	C.	Fr.	B.	2,500
532	.....do.....	Connecticut Hist. Society	1825	Hist ..	F.	C.	F.	R.	25,000
533	.....do.....	Good Will Club for Boys	1881	Soc ..	F.	C.	Fr.	C.	1,800
534	.....do.....	Hartford Bar Library Assoc.	1886	Law ..	F.	T. C.	F.	R.	4,000
535	.....do.....	Hartford Hospital Med. Lib.*.	1859	Med ..	F.	C.	F.	R.	2,000
536	.....do.....	Hartford Medical Library.....	1875	Med ..	O.	C.	S. Fr.	R.	1,500
537	.....do.....	Hartford Retreat.....	1824	Asy ..	F.	C.	Fr.	R.	2,500
538	.....do.....	Hartford School of Religious Pedagogy.	1885	Theo ..	F.	C.	Fr.	R.	3,500
539	.....do.....	Hartford Theological Seminary (Case Memorial Lib.).	1834	Theo ..	O.	C.	Fr.	C.	81,574
540	.....do.....	Mount St. Joseph Seminary .....	.....	Sch ...	F.	C.	Fr.	B.	2,579
541	.....do.....	Public High School	1847	Sch ...	F.	T.	Fr.	R.	6,000
542	.....do.....	Public Library	1892	Gen ..	F.	T. C.	F.	B.	79,000
543	.....do.....	State Board of Education *	1866	Sch ...	F.	T.	F.	R.	2,500
544	.....do.....	State Library	1854	State ..	F.	T.	F.	B.	40,000
545	.....do.....	Trinity College.....	1824	Col ..	F.	C.	F.	B.	46,660

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	50								Chas. G. Bartlett	484
	1,839	42,505			\$13,350	\$84,277	\$294,300		Henry M. Whitney	485
										486
	225			\$1,600		1,600			Charles S. Evans	487
										488
2,385	22					53				489
	1,897	145,226	\$14,000			14,000		\$150,000	Agnes Hills	490
	50								Cornelia B. Wheeler	491
1,500	100								Vincent C. Peck	492
359	885	33,657		3,000		3,737	4,197	10,000	Chas. L. Wooding	493
										494
		5,103		100	128	235	3,200		Lillian Luce	495
	200	4,800	100	100	78	280	2,270		Mrs. S. J. Hamm	496
	187	4,442		200		227			Mary E. Denison	497
										498
	90	4,690				1,582	2,040		Abby G. Willard	499
	300	2,300		85		175	1,500	800		500
400	110	900			119	152	2,500		Mary J. Whitney	501
	100	460				33			Sarah M. Savage	502
	124	44,200			150	4,818		30,000	Mrs. C. H. Sanford	503
5,000	1,000	8,000						50,000	H. I. Lynch	504
	155	20,447	984	400	80	1,494	2,000	15,000	Emma C. Hammond	505
	12				150	150				506
	901	3,160		200		333	3,000		Lucretia B. Cullen	507
									Geo. C. Allis	508
	1,200	7,000			25	275			Mrs. Wm. Roome	509
200	3,208	31,701	2,000	100	159	2,277			Grace A. Child	510
	300	5,600		100		115		6,000	Gertrude L. Hart	511
	547	16,348		650		650			Jessie W. Hayden	512
	15	70		50	529	630	11,500	9,000	do	513
		687			350	390		1,500	Caroline E. Leete	514
	15								Mrs. S. T. Bissell	515
	206	4,125							Elizabeth L. Kibbe	516
	100							2,500	Frank R. Gallaher	517
										518
	650							26,500	Emma F. Wakeman	519
				250	1,000	1,574	20,000		C. Belle Maltbie	520
										521
										522
350	153	20,000			121	532	2,970		Lillian E. Root	523
	49	2,200				107			Eva Green	524
										525
	394	19,552					25,000		Mary M. Miller	526
		100					3,000			527
	200	5,900			510	788	11,000		A. M. Clarke	528
									Annette A. Fowler	529
50	50		25	50		75			Wm. H. Woodwell	530
										531
12,500	560			1,000	882	3,067	31,201		Albert C. Bates	532
		600							Harriet M. Bundy	533
3,000				600		1,600			J. W. Wolven	534
										535
	40					75			Walter R. Steiner, M. D.	536
					200	350	5,000		Henry P. Stearns, M. D.	537
	25									538
45,065	2,330	5,139				3,575		100,000	Charles S. Thayer	539
										540
	200									541
	6,121	21,135		11,000	4,242	16,087			Caroline M. Hewins	542
										543
				31,170		31,170			Geo. S. Godard	544
29,097	1,530				1,520	1,639	30,000		W. N. Chattin-Carlton, A. M.	545

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
CONNECTICUT—CON.								
546 Hartford	Watkinson Lib. of Reference.	1858	Gen	F.	C.	F.	R.	58,700
547 Hebron	Public Library	1898	Gen	O.	T. C.	F.	B.	2,255
548 Ivoryton	Circulating Library	1871	Gen	O.	C.	F.	B.	1,654
549 Jewett City	Slater Library	1885	Gen	O.	D.	F.	B.	3,699
550 Lakeville	Hotchkiss School	1892	Sch.	F.	C.	F.	B.	1,600
551 Lebanon	Buckingham Pastoral Lib.	1864	Theo	O.	C.	Fr.	R.	1,600
552 ..do.	Jonathan Trumbull Library	1897	Gen	F.	T.	F.	B.	1,500
553 Ledyard	Bill Library	1867	Gen	O.	C.	F.	C.	3,045
554 Litchfield	Center School	1896	Sch.	F.	T.	Fr.	B.	1,050
555 ..do.	Circulating Library*	1870	Gen	R.	C.	F.	C.	3,700
556 ..do.	Wolcott Library*	1868	Gen	R.	C.	S.	B.	1,090
557 Lyme	Phoebe Griffin Noyes Library	1893	Gen	O.	C.	F.	B.	4,000
558 Manchester	Free Public Library	1895	Gen	R.	T.	F.	B.	1,800
559 Meriden	Connecticut School for Boys	1870	Asy.	F.	T.	Fr.	B.	2,034
560 ..do.	Curtis Memorial Library	1899	Gen	O.	T.	F.	B.	9,986
561 ..do.	Public High School	1885	Sch.	F.	T.	Fr.	R.	3,300
562 ..do.	Young Men's Christian Assoc.	1866	Y. M.	F.	C.	S. Fr.	B.	7,000
563 Middlefield	Levi E. Coe Lib. Association	1893	Gen	O.	C.	F.	R.	3,718
564 Middletown	Berkeley Divinity School	1854	Theo	F.	C.	Fr.	B.	23,500
565 ..do.	Conn. Hospital for Insane	1870	Asy.	F.	T. D.	R.	B.	1,200
566 ..do.	Wesleyan University	1835	Col	O.	C.	S. Fr.	B.	63,000
567 Milford	Taylor Library	1894	Gen	O.	T.	F.	B.	9,872
568 Moodus	East Haddam Public Library	1888	Gen	R.	T.	F.	B.	5,190
569 Moosup	Aldrich Free Public Library	1896	Gen	O.	C.	F.	B.	2,500
570 Morris	Public Library	1900	Gen	R.	T.	F.	B.	1,407
571 Mystic	Mystic and Noank Library	1892	Gen	O.	C.	S. Fr.	B.	5,300
572 ..do.	Mystic Valley English and Classical Institute.	1880	Sch.	F.	C.	Fr.	B.	5,000
573 Naugatuck	Howard Whittemore Memo- rial Library	1888	Gen	O.	C.	F.	B.	8,153
574 ..do.	Salem School	.....	Sch.	F.	T.	Fr.	B.	1,500
575 New Britain	New Britain Institute	1853	Gen	O.	T. C.	F.	B.	24,780
576 ..do.	Normal School	1852	Sch.	F.	T.	Fr.	B.	7,989
577 ..do.	Public High School	1885	Sch.	F.	T.	Fr.	B.	1,800
578 New Canaan	Circulating Library	1885	Gen	O.	C.	F.	B.	2,893
579 New Haven	American Oriental Society	1842	Soc	F.	C.	Fr.	B.	6,000
580 ..do.	Free Public Library	1886	Gen	O.	T.	F.	B.	64,000
581 ..do.	Hillhouse High School	1856	Sch.	F.	T.	Fr.	R.	4,200
582 ..do.	Hopkins Grammar School	.....	Sch.	F.	C.	Fr.	R.	1,000
583 ..do.	Mary E. Ives Library	1866	Y. M.	F.	C.	Fr.	B.	1,500
584 ..do.	New Haven Colony Hist. Soc.	1862	Hist	O.	C.	S.	R.	7,000
585 ..do.	State Board of Health	1878	State	F.	T.	F.	B.	1,200
586 ..do.	State Normal School	1893	Sch.	F.	T.	Fr.	B.	9,800
587 ..do.	Yale University	1701	Col	O.	C.	Fr.	B.	290,000
588 ..do.	Classical Club	1891	Soc	F.	C.	Fr.	R.	3,650
589 ..do.	Dwight Hall*	.....	Sch.	F.	C.	Fr.	R.	1,000
590 ..do.	Healy Philosophical Lib.	.....	Col	F.	C.	Fr.	R.	1,600
591 ..do.	Historical Library of For- eign Missions.	1892	Hist	F.	D.	Fr.	B.	7,245
592 ..do.	Law School	1824	Law	F.	C.	Fr.	R.	16,000
593 ..do.	Linonian and Bros. Lib.	1753	C. Soc.	F.	C.	Fr.	B.	23,978
594 ..do.	Lowell Mason (Ch. Music)*	.....	Soc	F.	C.	Fr.	R.	4,000
595 ..do.	Observatory Library	.....	Sci.	F.	C.	Fr.	R.	4,500
596 ..do.	Peabody Museum	.....	Sci.	F.	C.	Fr.	R.	4,500
597 ..do.	Sheffield Scientific School	1870	Sci.	F.	C.	Fr.	R.	8,000
598 ..do.	Sloane Physical Labora- tory.	.....	Sci.	F.	C.	Fr.	R.	1,000
599 ..do.	Special Libraries	.....	Col	F.	C.	Fr.	R.	7,000
600 ..do.	Trowbridge Reference Library.	1870	Theo	O.	D.	Fr.	R.	4,000
601 ..do.	Young Men's Christian Asso- ciation, Railroad Dept.	1900	Y. M.	F.	C.	S.	B.	2,000
602 ..do.	Young Men's Institute	1826	Gen	O.	C.	S.	B.	19,301
603 Newington	Free Public Library	1895	Gen	F.	T.	F.	B.	1,765
604 New London	New London County Hist. Soc.	1871	Hist	R.	C.	S.	R.	1,600
605 ..do.	Public Library	1882	Gen	O.	T.	F.	B.	25,765
606 ..do.	Williams Memorial Institute	.....	Sch.	F.	C.	Fr.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulation; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
10	11	12	Taxation.	Public ap- propriation.	Productive funds.	16	17	18	19
	2,046				\$5,505	\$8,046	\$114,953		Frank B. Gay
	136	2,843			30	108	800	\$1,000	Caroline E. Kellogg
100	52	1,479				46		5,000	Ellen S. Culver
	83	7,462				610		10,000	Mary Y. Brown
	150		\$100	\$100	50	50	1,800		Stephen Smith
	5					205			Hattie M. Tucker
	95	3,340			200				I. Marion Gray
1,000	25	58				103	2,500		Margaret Baldwin
	175	4,967			600	900	10,000	10,000	
	200	8,000		500		536			Mrs. G. G. Boynton
	4,878	34,636	3,000			3,000		63,000	Corinne A. Deshon
	193				80	450			Willis J. Prouty
	300	3,553				190	2,000		Frank L. Burleigh
7,500	809				337	337	7,800		L. A. Rockwell
	100			60		100			
	1,549	5,870			2,808	4,836	65,187	45,000	Wm. J. James
200	180	31,618		1,100		1,157		24,500	W. S. Chase
530	180	5,757		400		700			Nellie E. Chaffee
	81					129		6,000	D. H. Grover
	288	2,500	50	50		200			Eloise M. Mason
	50	3,266			50	250			Geneva E. Ricker
	561	13,632							Jno. K. Buckley
	50			73		73			Ellen Spencer
	2,013	128,561		4,000	4,992	9,559	120,000	77,000	Anna G. Rockwell
	188								Mary E. Goodrich
	103								
4,000	414	10,608	200	100		300		3,500	Martha Silliman
	8,300	317,847		18,000	4,360	22,360	68,000	50,000	Adrian Van Name
	40		200			200			Willis K. Stetson
	400	403					5,000		Blanche E. Thompson
7,000									
2,000									Ralph O. Williams
170	300	9,000							Sara L. Ward
100,000	11,295				14,886	33,407	470,906	170,000	Addison Van Name
500	230				50	400	1,000		T. D. Seymour
									George E. Day
1,000	894				955	3,174	22,300		Philip P. Wells
	571	30,000							Addison Van Name
	210				300	300	5,500		Frank C. Porter
	20	2,906				1,707			
	700	42,000			300	4,400		40,000	W. A. Borden
1,000	144			125		125			Mina L. Blair
3,658	1,296	86,579					2,500		Helen K. Gay

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	CONNECTICUT—CON.								
607	New Milford.....	Ingleside School.....	.....	Sch...	F.	C.	Fr.	R.	2,000
608	.....do.....	Public Library.....	1898	Gen.	O.	T.	F.	B.	5,228
609	Newtown.....	Newtown Library.....	1876	Gen.	O.	T.	S. Fr.	B.	3,000
610	Niantic.....	Public Library.....	1889	Gen.	R.	C.	S.	B.	1,000
611	Norfolk.....	Norfolk Library.....	1888	Gen.	O.	C.	F.	B.	14,897
612	Northfield.....	Gilbert Library.....	1892	Gen.	F.	C.	F.	C.	3,650
613	North Granby.....	Frederick H. Cossitt Library.....	1890	Gen.	O.	C.	F.	B.	3,962
614	North Haven.....	Memorial Library.....	1884	Gen.	F.	C.	F.	B.	2,840
615	North Stonington.....	Wheeler School.....	.....	Sch.	F.	C.	Fr.	B.	2,500
616	Norwalk.....	Baird's (Miss) Institute.....	1876	Sch.	F.	C.	Fr.	R.	2,000
617	.....do.....	Hillside School.....	.....	Sch.	F.	C.	Fr.	R.	2,503
618	.....do.....	Public Library.....	1896	Gen.	O.	T.	F.	B.	6,622
619	Norwich.....	Circulating Library.....	.....	Gen.	R.	C.	S.	C.	10,000
620	.....do.....	Free Academy (Peck Library).....	1856	Sch.	F.	C.	Fr.	B.	14,000
621	.....do.....	Otis Library.....	1850	Gen.	O.	T.	F.	B.	29,198
622	Norwich (R. F. D. No. 5).....	Preston Public Library.....	1898	Gen.	O.	C.	F.	B.	1,000
623	Oakdale.....	Raymond Library.....	1880	Gen.	O.	C.	S. Fr.	B.	3,500
624	Oxford.....	Oxford Library*.....	1883	Gen.	R.	C.	F.	B.	1,000
625	Plainville.....	Public Library.....	1894	Gen.	F.	T.	F.	C.	2,520
626	Plymouth.....	Library Association.....	1871	Gen.	R.	D.	S. Fr.	B.	2,660
627	Pomfret.....	Pomfret Library.....	1882	Gen.	F.	C.	S. Fr.	B.	5,000
628	.....do.....	Pomfret School.....	.....	Sch.	F.	C.	Fr.	B.	3,000
629	Portland.....	Buck Library.....	1895	Gen.	F.	T. D.	F.	C.	3,325
630	.....do.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	1,200
631	Putnam.....	Free Public Library.....	1886	Gen.	R.	T.	F.	B.	3,200
632	Ridgefield.....	Ridgefield Library.....	1871	Gen.	O.	C.	S.	B.	4,100
633	Rockville.....	Public High School.....	.....	Sch.	F.	T.	Fr.	R.	1,500
634	.....do.....	Public Library.....	1896	Gen.	R.	T. D.	F.	C.	7,512
635	Rocky Hill.....	Library Association.....	1794	Gen.	O.	T.	S. Fr.	B.	1,468
636	Salisbury.....	Seoville Memorial Library.....	1891	Gen.	O.	T. D.	F.	B.	7,500
637	Say Brook.....	Acton Library.....	1854	Gen.	O.	C.	S. Fr.	B.	6,500
638	Scotland.....	Free Public Library.....	1895	Gen.	F.	T. D.	F.	B.	1,500
639	Seymour.....	Public High School*.....	.....	Sch.	F.	T.	F.	B.	1,200
640	.....do.....	Public Library.....	1892	Gen.	F.	T.	F.	B.	3,500
641	Sharon.....	Hotchkiss Library.....	1893	Gen.	O.	C.	S. Fr.	B.	3,943
642	Shelton.....	Plumb Memorial Library.....	1892	Gen.	O.	T.	F.	B.	5,325
643	Simsbury.....	Free Library.....	1874	Gen.	O.	D.	F.	B.	7,900
644	.....do.....	Westminster Reading Room.....	1889	Sch.	F.	C.	S.	R.	1,500
645	.....do.....	Westminster School.....	1888	Sch.	F.	T.	Fr.	B.	2,000
646	South Coventry.....	Hale Donation Library.....	1804	Theo.	F.	D.	F.	B.	1,490
647	.....do.....	Library Association.....	1880	Gen.	O.	C.	S.	C.	2,715
648	Southington.....	Lewis High School.....	.....	Sch.	F.	T.	Fr.	B.	1,000
649	.....do.....	Public Library.....	1900	Gen.	O.	T.	F.	B.	3,150
650	South Manchester.....	Free Library.....	1870	Gen.	O.	C.	F.	B.	6,659
651	.....do.....	Public School.....	.....	Sch.	F.	T.	Fr.	R.	9,835
652	South Norwalk.....	Pub. Lib., Free Reading Rm.....	1891	Gen.	F.	T.	F.	B.	5,000
653	Southport.....	Pequot Library.....	1894	Gen.	O.	C.	F.	B.	25,960
654	South Windsor.....	Free Public Library.....	1898	Gen.	R.	T.	F.	B.	1,375
655	Stafford Springs.....	Stafford Library Association.....	1873	Gen.	O.	C.	F.	B.	2,850
656	Stamford.....	Ferguson Library.....	1882	Gen.	O.	C.	S. Fr.	B.	12,500
657	.....do.....	Public High School.....	1873	Sch.	F.	T.	Fr.	B.	1,196
658	Stonington.....	Free Library.....	1887	Gen.	O.	D.	F.	B.	4,575
659	Stonington (West- erly, R. 1).....	Pawcatuck High School (Dis- trict No. 18).....	.....	Sch.	F.	T.	Fr.	B.	2,200
660	Storrs.....	Connecticut Agricultural Col. Library Association.....	1883 1885	Col. Gen.	F. O.	T. T.	F. F.	B. B.	9,625 9,464
661	Stratford.....	Free Public Library.....	1884	Gen.	O.	T. C.	F.	B.	12,014
662	Suffield.....	Suffield Academy.....	.....	Sch.	F.	C.	Fr.	B.	2,000
663	.....do.....	Talcott Free Library*.....	1882	Gen.	O.	C.	F.	B.	1,600
664	Talcottville.....	Free Public Library.....	1896	Gen.	F.	T.	F.	C.	2,145
665	Terryville.....	Public Library.....	1880	Gen.	F.	T.	F.	B.	3,650
666	Thomaston.....	Enfield Public Library.....	1896	Gen.	F.	T.	F.	B.	3,318
667	Thompsonville.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	1,800
668	.....do.....	Torrington Library.....	1865	Gen.	O.	C.	S. Fr.	B.	3,500
669	Torrington.....	.....	.....	Sch.	F.	T.	Fr.	B.	10,000
670	.....do.....	.....	.....	Gen.	O.	C.	S. Fr.	B.	10,000

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap- propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	100					\$500			
	400	14,722		\$500	\$915	1,479	\$22,899	\$16,000	Elizabeth H. Noble.....
50	100	4,352				320			Abbie L. Peck.....
						95			M. B. Dart.....
		18,371							Philemon W. Johnson...
	150	3,600			250	250	5,000		Levi S. Wooster.....
	259	1,110			150	176		2,700	
	340	6,221		200	150	437	3,000		Clara E. Bradley.....
300									
500	784	36,191	\$2,500			2,500		25,600	Dotha S. Pinneo.....
500	350								James H. Myers.....
					850	850	16,000		Nancy M. Pond.....
700	1,812	85,811		4,500	2,714	7,483	80,923	15,000	Jonathan Trumbull.....
	54	764				63	1,000	2,000	Miss Charlie E. Hallett..
	150	905			600	615	12,000	2,500	Lucy P. Scofield.....
	227	7,173		200		271			Frances E. Bunnell.....
15		3,300			170	281	3,500		A. S. Beardsley.....
	125	3,000				160			Louise C. Hoppin.....
	250	12,044		100	81	276	2,000		
	321	11,557		600		632			Emma J. Kinney.....
	363	7,140			384	707	10,000	40,000	Jennie Smith.....
	312	28,246		500	1,156	1,726	23,500		Florence P. Davis.....
	25	1,500				52		1,400	Adelaide W. Wright.....
	260		200	100	1,175	1,536	30,000	39,000	Margery Dow.....
	65			125		2,165			Sarah G. Grannis.....
300	50	3,143		25		40	500		Helen M. Ashmead.....
				150		150			
	251	8,804		400		530			Minnie B. Cotter.....
	24	4,313			810	1,040	20,000		Flora A. Ryan.....
	556	6,112	1,300	100		2,500			Helen W. Beard.....
		5,000					10,000		E. J. Mackay.....
									Chas. T. Crocker.....
	30								
	25				30	30	11,000		Nestor Light.....
	11	50							
	93	1,840				1,211		300	Mrs. De Witt Kingebury.
	40		50			50			Nellie Hammond.....
	250	14,071	1,000	100		1,202		10,000	Lydia S. Sloper.....
	409	10,635				30			M. J. Easton.....
	344								
	388	21,915	1,441		40	1,579	1,000		Angeline Scott.....
	2,314	13,046			1,500	3,155	36,000	65,000	Josephine S. Heydrick...
		5,188	150	100		500			H. W. Sadd.....
250	250	8,650			1,000	1,150		10,000	S. Anna Heald.....
	544	21,459				9,702			Elizabeth Van Hoeven- berg.....
	41	400							Ella C. Burdick.....
	95	10,902				100		26,000	Mrs. K. Hahn.....
1,000	393								Edwina Whitney.....
	669	22,662	800	100		900		25,000	Frances B. Russell.....
	541	12,933		1,000	482	1,522	25,000	52,000	Lillian M. Stedman.....
								10,000	
	153	4,082		150		163			Gertrude E. Ellis.....
	125	7,014	300	100		400			Martha E. Potter.....
	404	10,273		700		750			Edith D. Aitkin.....
	10								Nathaniel Love.....
	591	29,791			2,841	3,336			Louise T. Mason.....

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
CONNECTICUT—CON.								
671 Union.....	Free Public Library.....	1894	Gen ..	R.	T.	F.	C.	1,170
672 Unionville.....	West End Library Association	1902	Gen ..	R.	C.	F.	B.	1,100
673 Wallingford.....	Public Library.....	1881	Gen ..	O.	T. C.	F.	B.	6,734
674 Warehouse Point.....	Library Association.....	1875	Gen ..	F.	C.	S.	C.	1,000
675 Warrentonville.....	Babcock Library.....	1865	Gen ..	R.	D.	F.	C.	3,800
676 Washington.....	Gunn Memorial Library.....	1902	Gen ..	F.	C.	F.	B.	3,121
677 Waterbury.....	Notre Dame Convent.....		Sch ..	F.	C.	Fr.	R.	4,385
678 ..do.....	Silas Bronson Library.....	1870	Gen ..	O.	D.	F.	B.	59,676
679 Watertown.....	Center High School.....		Sch ..	F.	T.	Fr.	B.	1,290
680 ..do.....	Library Association.....	1865	Gen ..	O.	C.	F.	C.	8,960
681 Westbrook.....	Public Library.....	1897	Gen ..	F.	T.	F.	C.	1,935
682 West Hartford.....	Free Library.....	1883	Gen ..	F.	T.	F.	B.	3,151
683 Westport.....	Reading Rm. and Lib. Assoc.		Gen ..	R.	T.	S. Fr.	B.	4,030
684 ..do.....	Staples High School.....	1884	Sch ..	F.	C.	S. Fr.	B.	3,060
685 Westville (New Haven, Conn.).....	Public School.....	1893	Sch ..	F.	T.	Fr.	C.	1,000
686 Wethersfield.....	Public Library.....	1894	Gen ..	F.	T.	F.	B.	3,509
687 ..do.....	State Prison.....	1827	Asy ..	F.	T.	Fr.	B.	4,339
688 Willimantic.....	Dunham Hall.....	1878	Gen ..	O.	C.	F.	C.	5,309
689 ..do.....	Public Library.....	1883	Gen ..	F.	T.	F.	B.	6,000
690 ..do.....	State Normal School.....	1889	Sch ..	F.	T.	Fr.	B.	6,309
691 ..do.....	Windham High School.....		Sch ..	F.	T.	F.	R.	1,000
692 Wilton.....	Wilton Educational Inst.....		Sch ..	F.	C.	Fr.	B.	1,500
693 Windsor.....	Public Library.....	1889	Gen ..	O.	T.	F.	B.	2,560
694 Windsor Locks ..	J. H. Converse Post, No. 67, G. A. R.	1892	Soc ..	O.	C.	Fr.	C.	2,400
695 Winsted.....	Beardsley Library.....	1874	Gen ..	O.	T. D.	F.	B.	10,300
696 ..do.....	Gilbert School.....	1895	Gen ..	F.	D.	F.	B.	5,846
697 ..do.....	Young Men's Christian Assoc.	1887	Y. M.	F.	C.	Fr.	B.	1,551
698 Woodstock.....	Library Association.....	1878	Gen ..	F.	C.	F.	C.	4,000
DELAWARE.								
699 Dover.....	Delaware State Library*.....	1875	State ..	F.	T.	F.	R.	30,000
700 ..do.....	Dover Library.....	1885	Gen ..	F.	T.	Fr.	B.	3,000
701 ..do.....	Wilmington Conference Acad.	1868	Sch ..	F.	T.	S.	R.	3,375
702 Milford.....	Milford Library*.....	1882	Gen ..	R.	C.	S.	B.	1,459
703 Newark.....	Delaware College.....	1894	Col ..	F.	C.	F.	B.	13,500
704 ..do.....	Delta Phi Literary Soc.*.....	1833	C. Soc.	O.	T.	S.	R.	1,000
705 ..do.....	Town Library.....	1896	Gen ..	R.	C.	S.	B.	1,420
706 Newcastle.....	Library Company.....	1812	Gen ..	O.	C.	S. Fr.	R.	6,200
707 Odessa.....	Corbit Library.....	1847	Gen ..	O.	T. D.	F.	B.	3,600
708 Wilmington.....	Brownson Library Assoc.....	1886	Gen ..	O.	C.	S. Fr.	B.	1,500
709 ..do.....	German Library.....	1872	Soc ..	F.	C.	S. Fr.	B.	4,000
710 ..do.....	Historical Society of Del.*.....	1868	Hist ..	R.	C.	F.	R.	3,000
711 ..do.....	Law Library Association of Newcastle County.	1876	Law ..	F.	C.	S. Fr.	R.	5,000
712 ..do.....	Shields's Library Assoc.*.....	1863	Y. M.	O.	T.	S.	C.	4,000
713 ..do.....	United States Courts Library.....		Law ..	F.	T.	Fr.	R.	2,000
714 ..do.....	Webbs's (Misses) School.....		Sch ..	F.	C.	Fr.	B.	1,000
715 ..do.....	Wilmington Institute Free Library.	1788	Gen ..	O.	T.	F.	B.	49,710
DISTRICT OF CO- LUMBIA.								
716 Washington.....	Academy of Holy Cross.....	1884	Sch ..	F.	C.	Fr.	C.	3,000
717 ..do.....	Academy of the Sacred Heart of Mary.		Sch ..	F.	C.	F.	R.	1,200
718 ..do.....	Army and Navy Club.....	1892	Soc ..	F.	C.	S.	B.	1,129
719 ..do.....	Bar Association of the D. C.....	1874	Law ..	F.	C.	S.	R.	9,700
720 ..do.....	Bureau of American Repub- lics (Columbus Memorial Library).	1890	Gen ..	R.	C.	Fr.	R.	11,000
721 ..do.....	Business High School.....	1890	Sch ..	R.	T.	Fr.	B.	1,000
722 ..do.....	Carroll Institute.....	1873	Soc ..	F.	C.	Fr.	B.	5,000
723 ..do.....	Catholic Univ. of America.....	1887	Gen ..	F.	C.	F.	R.	70,000
724 Wash. (Brook'd) ..	St. Thomas Aquinas.....	1889	Col ..	R.	C.	Fr.	R.	5,500

* Statistics of 1900

Public, society, and school libraries in the United

[Column 5; Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	DISTRICT OF CO- LUMBIA—CON.								
725	Washington	Central High School	1880	Sch...	F.	T.	Fr.	B.	6,200
726	do.	Chevy Chase School		Sch...	F.	C.	Fr.	R.	2,000
727	do.	Columbia Institution for the Deaf and Dumb.		Asy...	F.	T.	Fr.	B.	4,550
728	do.	Columbian University	1821	Col...	F.	C.	Fr.	R.	5,000
729	do.	Law School		Law	F.	C.	Fr.	R.	4,000
730	do.	Medical Department	1902	Med	F.	C.	Fr.	R.	2,000
731	do.	Cosmos Club	1878	Soc...	F.	C.	S.	R.	4,000
732	do.	Daughters of the American Revolution.	1896	Hist	R.	C.	F.	R.	1,547
733	do.	Eastern High School	1892	Sch...	F.	T.	Fr.	B.	2,480
734	do.	Fairmont Seminary	1899	Sch...	F.	C.	Fr.	R.	2,000
735	do.	Friends School	1883	Sch...	R.	C.	Fr.	R.	1,427
736	do.	Gallaudet College	1864	Col...	F.	C.	Fr.	B.	5,575
737	do.	Georgetown University (Riggs Memorial Library).	1789	Col...	F.	C.	F.	B.	82,967
738	do.	Hirst Library and Read- ing Room.	1901	C.Soc.	F.	C.	S.	R.	4,500
739	do.	Law School	1880	Law	F.	C.	Fr.	R.	2,000
740	do.	Observatory Library	1850	Sci...	O.	C.	Fr.	R.	1,110
741	do.	Georgetown Visitation Acad.		Sch...	F.	C.	Fr.	B.	10,000
742	do.	Gonzaga College		Col...	F.	C.	Fr.	B.	10,000
743	Washington (St. Elizabeth's).	Government Hospital for the Insane.	1855	Asy...	F.	T.	Fr.	B.	2,000
744	Washington	Howard University	1867	Col...	F.	T.C.	Fr.	B.	23,461
745	do.	Law Library	1869	Law	F.	C.	Fr.	R.	2,500
746	do.	Interstate Commerce Com	1898	Govt	R.	T.	Fr.	R.	5,000
747	do.	I. O. O. F. Library	1860	O. F.	R.	C.	Fr.	R.	5,000
748	do.	King Theological Hall	1891	Theo	F.	C.	Fr.	R.	3,560
749	do.	Library of Congress	1800	Govt.	F.	T.	Fr.	R.	863,675
750	do.	McDonald Ellis Sch. for Girls.		Sch...	F.	C.	Fr.	R.	2,000
751	do.	Masonic Library	1849	Mas	F.	C.	Fr.	C.	3,862
752	do.	Metropolitan Club	1882	Soc...	F.	C.	S.	B.	6,000
753	do.	Mount Vernon Seminary	1881	Sch...	F.	C.	Fr.	R.	5,000
754	do.	M Street High School	1890	Sch...	F.	T.	Fr.	B.	2,370
755	Washington (Mt. St. Alban).	National Cathedral School		Sch...	F.	C.	Fr.	B.	3,500
756	Washington	National Col. of Pharmacy	1872	Med	F.	C.	F.	R.	2,500
757	do.	National Univ. Law School		Law	F.	C.	Fr.	R.	2,000
758	do.	Notre Dame Academy	1873	Sch...	F.	C.	Fr.	B.	5,000
759	do.	Peabody Lib. (Curtis School)*	1873	Sch...	F.	C.	F.	B.	9,000
760	Washington (Washington Barracks).	Post Library	1880	Sch...	F.	T.	Fr.	B.	6,000
761	Washington	Public Library	1898	Gen	O.	T.	F.	B.	60,000
762	do.	St. Cecilia's Academy	1868	Sch...	F.	C.	Fr.	R.	1,400
763	do.	St. John's College	1870	Col...	F.	C.	Fr.	C.	5,000
764	do.	Supreme Council 33°, south- ern Jurisdiction.	1876	Mas	O.	C.	Fr.	B.	50,000
765	do.	Teachers' Library	1895	Sch...	F.	T.	Fr.	B.	10,000
766	do.	U. S. Bureau of Ethnology	1885	Govt.	R.	T.	F.	R.	11,863
767	do.	U. S. Dept. of Agriculture	1868	Govt.	F.	T.	F.	R.	80,000
768	do.	Weather Bureau	1872	Govt.	F.	T.	Fr.	R.	24,000
		U. S. Dept. Com. and Labor:							
769	do.	Bureau of the Census	1899	Govt.	F.	T.	F.	R.	7,190
770	do.	Bureau of Fisheries	1871	Govt.	F.	T.	F.	R.	9,000
771	do.	Bureau of Labor	1885	Govt.	R.	T.	Fr.	B.	14,000
772	do.	Bureau of Statistics	1866	Govt.	F.	T.	Fr.	R.	7,000
773	do.	Coast and Geodetic Survey	1832	Govt.	F.	T.	Fr.	R.	19,493
774	do.	Light-House Board	1852	Govt.	R.	T.	Fr.	R.	4,590
775	do.	U. S. Department of Interior	1849	Govt.	F.	T.	Fr.	B.	12,000
776	do.	Bureau of Education	1868	Govt.	R.	T.	Fr.	R.	82,262
777	do.	Gen. Land Office, law lib.	1885	Govt.	F.	T.	Fr.	R.	6,000
778	do.	Geological Survey	1882	Govt.	R.	T.	Fr.	R.	52,841
779	do.	Scientific Lib. of Pat. Office	1836	Govt.	F.	T.	Fr.	R.	78,748

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, book.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	51								L. N. Mann.....	725
										726
										727
	260					\$510			Charles C. Swisher.....	728
2,000	1,000								W. A. Boyd.....	729
679	200					1,000				730
	262					50			Mary E. Rosa.....	731
700	140	2,150								732
	50								Dorothea W. Boyd.....	733
									Erma Richardson.....	734
	150									735
49,168	450								Albert C. Gaw.....	736
									Henry J. Shandelle, S. J.	737
							\$5,000			738
350									J. G. Hagen, S. J.....	739
										740
										741
									I. W. Blackburn, M. D....	742
										743
20,072	907	2,000							Flora L. P. Johnson.....	744
	200			\$450		450			William H. Richards.....	745
7,500	600			1,500		1,500			John B. Lybrook.....	746
500									Henrietta Werner.....	747
331,857	63,583	38,290		668,815		668,815			William V. Tunnell.....	748
									Herbert Putnam.....	749
	260	5,799				270			John N. Birehead.....	750
									P. Lee Phillips.....	751
									Anne S. Ames.....	752
142	60	600							G. C. Wilkinson.....	753
										754
										755
500	35									756
	100									757
										758
										759
	284	677								760
	21,003	214,261		53,760		53,760		\$375,000	Weston Flint.....	761
	75	800								762
2,000	2,000							25,000	Wm. L. Boyden.....	763
										764
8,000	424								Mina Goetz.....	765
	4,000			20,000		20,000			Josephine A. Clark.....	766
4,500	700			500		500			W. F. R. Phillips.....	767
										768
10,334	1,350								Kate B. Wilson.....	769
15,000	437								Ebenezer Ellis.....	770
7,000	1,137	603		1,000		1,000			Charles E. Morse.....	771
5,000	300									772
6,937	1,474	2,244								773
700	30									774
114,602	3,593	1,730							Mary R. Fuller.....	775
									H. Presnell.....	776
	103			200		1,200			S. A. Clarke.....	777
80,000	2,841			2,000		2,000			F. B. Weeks.....	778
				2,000		2,000			H. L. Prince.....	779

αThe Library of Congress also contains—Manuscripts, 103,115 pieces; maps and charts, 69,814 pieces; music, 366,616 pieces, and prints, 142,327 pieces.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
DISTRICT OF CO- LUMBIA—con.								
780	Washington.....	U. S. Dept. of Justice.....	Govt..	R.	T.	Fr.	R.	35,000
781	do.....	U. S. Dept. of State.....	Govt..	F.	T.	Fr.	R.	65,000
782	do.....	U. S. Govt. Printing Office.....	Govt..	F.	T.	Fr.	B.	3,500
783	do.....	U. S. House of Reps.....	Govt..	F.	T.	Fr.	B.	100,000
784	do.....	U. S. Navy Dept.....	Govt..	F.	T.	Fr.	B.	36,745
785	do.....	Bur. of Med. and Surg.....	Govt..	F.	T.	Fr.	B.	12,383
786	do.....	Nautical Almanac Office.....	Govt..	F.	T.	Fr.	B.	3,000
787	do.....	Naval Observatory.....	Govt..	F.	T.	Fr.	R.	18,570
788	do.....	U. S. Post-Office Dept.....	Govt..	F.	T.	Fr.	B.	1,200
789	do.....	U. S. Public Documents.....	Govt..	F.	T.	Fr.	R.	51,491
790	do.....	U. S. Senate.....	Govt..	F.	T.	Fr.	R.	140,000
791	do.....	U. S. Smithsonian Inst.....	Govt..	F.	T.	Fr.	B.	155,000
792	do.....	National Museum.....	Govt..	F.	T.	Fr.	B.	19,161
793	do.....	U. S. Soldiers' Home.....	Govt..	F.	T.	Fr.	B.	8,636
794	do.....	United States Treasury Dept.....	Govt..	F.	T.	Fr.	B.	22,000
795	do.....	Marine Hospital Bureau.....	Govt..	F.	T.	Fr.	R.	2,000
796	do.....	Office of the Solicitor of the Treasury.....	Govt..	F.	T.	Fr.	R.	7,500
797	do.....	United States War Dept.....	Govt..	F.	T.	Fr.	B.	47,550
798	do.....	Military Information, Div. of Adjt. Genl's Office.....	Govt..	R.	T.	Fr.	R.	7,000
799	do.....	Surg. Genl's Office.....	Govt..	F.	T.	Fr.	R.	148,407
800	do.....	Visitation Convent.....	Sch...	F.	C.	Fr.	R.	3,000
801	do.....	Volta Bureau.....	Sci...	F.	C.	Fr.	R.	3,000
802	do.....	Washington College.....	Col...	F.	C.	Fr.	R.	2,500
803	do.....	Washington Kindergarten Normal Institute.....	Sch...	F.	C.	Fr.	R.	1,000
804	do.....	Washington Sch. for Boys.....	Sch...	F.	C.	Fr.	R.	1,000
805	do.....	Western High School.....	Sch...	F.	T.	Fr.	B.	1,160
FLORIDA.								
806	Bartow.....	Bartow Library.....	Gen...	F.	C.	S. Fr.	B.	1,300
807	De Funiak Springs.....	De Funiak Library.....	Gen...	O.	C.	S. Fr.	C.	1,960
808	do.....	Florida State Normal School.....	Sch...	F.	T.	Fr.	R.	1,000
809	De Land.....	J. B. Stetson University (Samp- son Library).....	Col...	O.	C.	Fr.	B.	12,500
810	Gainesville.....	East Florida Seminary.....	Sch...	F.	C.	Fr.	B.	2,000
811	Jacksonville.....	Library Association*.....	Gen...	R.	C.	Fr.	B.	3,500
812	Jasper.....	Jasper Normal Institute.....	Sch...	F.	C.	Fr.	R.	1,500
813	Key West.....	Convent of Mary Immaculate.....	Sch...	F.	C.	Fr.	B.	1,000
814	Lake City.....	Florida Agricultural College*.....	Col...	F.	C.	Fr.	R.	4,500
815	do.....	University of Florida.....	Col...	F.	T.	Fr.	R.	3,000
816	Martin.....	Pessenden Academy.....	Sch...	F.	C.	Fr.	B.	1,000
817	Milton.....	Santa Rosa Academy.....	Sch...	F.	T. D.	F.	B.	5,000
818	Pensacola.....	Public High School.....	Sch...	F.	T.	Fr.	B.	1,000
819	St. Augustine.....	Free Library.....	Gen...	O.	D.	F.	B.	5,000
820	do.....	St. Joseph's Academy.....	Sch...	F.	C.	Fr.	B.	2,200
821	St. Leo.....	St. Leo College.....	Col...	F.	C.	Fr.	R.	2,900
822	Tallahassee.....	Florida State College.....	Col...	F.	T.	S.	B.	6,000
823	do.....	Sem. West of Suwanee River*.....	Col...	F.	C.	Fr.	R.	1,000
824	do.....	State Library.....	State	F.	T.	Fr.	R.	9,500
825	do.....	State Normal and Ind. Sch.....	Sch...	F.	T.	Fr.	B.	2,000
826	do.....	Supreme Court*.....	Law...	F.	T.	Fr.	R.	7,119
827	do.....	University Library Assoc*.....	Gen...	R.	C.	S.	B.	6,000
828	Tampa.....	Convent of the Holy Names.....	Sch...	F.	C.	Fr.	B.	1,200
829	do.....	Hillsboro County High Sch.....	Sch...	F.	T.	Fr.	B.	1,100
830	White Springs.....	Florida Normal Training Col.*.....	Sch...	F.	C.	Fr.	B.	2,000
831	Winter Park.....	Rollins College.....	Col...	F.	C.	Fr.	B.	2,000
GEORGIA.								
832	Abbeville.....	Georgia Normal College and Business Institute.....	Sch...	F.	C.	S.	B.	3,530
833	Americus.....	Library Association.....	Gen...	O.	C.	S. Fr.	C.	2,958
834	Athens.....	Branson Library.....	Sch...	F.	T.	Fr.	C.	5,791

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	1,308			\$3,500		\$3,500			James A. Finch	780
2,750	881			2,000		2,000			Andrew H. Allen	781
500		43,000							Frank E. Elder	782
	925								Jno. J. Boobar	783
	233								Chas. W. Stewart	784
	300									785
4,053	492			2,150		2,150			Wm. D. Horigan	787
600	300	1,500							L. A. Henley	788
	6,706								F. A. Crandall	789
	8,000								A. W. Church	790
									Cyrus Adler	791
32,003									do	792
	489	24,264							Hermann Miller	793
3,000	10								Helen G. Heiner	794
1,000										795
	108					300			Hiram Michaels	796
2,000	2,550	16,600		10,000		10,000			James W. Cheney	797
									Clara Willard	798
253,563	3,607			10,000		10,000			Sisters of the Visitation	799
700									John Hitz	800
4,000	30						\$100,000			801
									C. R. Noerr	802
	15									803
	80			315		315			T. R. Rupli	804
										805
300	232	993				173			S. S. Green	806
100	55	2,200				65		\$800	Alice Fellows	807
										808
	1,000				\$600	600	20,000	25,000	Carolyn Palmer	809
100	300			250		250				810
1,000	500					525				811
										812
										813
2,000									James M. Farr	814
										815
	275								E. L. McDaniel	816
										817
				50	150	450	3,000	7,000		818
200	20	50				20			Sisters of St. Joseph	819
125									Father Benedict, O. S. B.	820
750	3,000			3,500		3,500			S. M. Tucker	821
500										822
										823
										824
										825
										826
	100					130				827
100	60					25				828
										829
										830
										831
500	500	2,000				100			W. A. Little	832
		3,777				332				833
	347	8,812		100		100				834

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	GEORGIA—cont'd.								
825	Athens.....	Lucy Cobb Institute *.....	1858	Sch...	F.	C.	S.	B.	2,000
836	do.....	Public High School.....		Sch...	F.	T.	Fr.	B.	5,791
837	do.....	University of Georgia.....	1801	Col...	O.	T.	S. Fr.	B.	39,000
838	Atlanta.....	Atlanta Baptist College.....	1867	Col...	F.	C.	Fr.	B.	2,000
839	do.....	Atlanta College of Physicians and Surgeons.....		Med...	F.	C.	Fr.	R.	1,000
840	do.....	Atlanta University (Graves' Library).....		Col...	F.	C.	Fr.	B.	11,300
841	do.....	Carnegie Library.....	1899	Gen...	O.	T.	F.	B.	23,674
842	do.....	Georgia College of Eclectic Medicine and Surgery *.....		Med...	F.	C.	Fr.	R.	1,000
843	do.....	Girls' High School (Mallon Library).....	1879	Sch...	F.	C.	Fr.	B.	6,441
844	do.....	Morris Brown College.....	1881	Col...	F.	C.	F.	B.	1,500
845	do.....	Spelman Sem. (Quarles Lib.).....		Sch...	F.	C.	Fr.	B.	3,920
846	do.....	State Library.....	1832	State	F.	T.	Fr.	R.	30,000
847	do.....	Washington Seminary.....	1880	Sch...	F.	C.	Fr.	R.	3,000
848	Augusta.....	Medical College of Georgia.....	1831	Med...	F.	C.	Fr.	R.	5,000
849	do.....	Summerville Academy.....		Sch...	F.	C.	Fr.	R.	1,700
850	do.....	Young Men's Lib. Assoc. *.....	1848	Soc...	R.	C.	S.	B.	8,904
851	Bowdoin.....	Bowdoin College.....		Col...	F.	C.	Fr.	R.	1,000
852	Brunswick.....	Brunswick Library.....	1897	Gen...	R.	C.	S. Fr.	B.	1,750
853	Cave Spring.....	Georgia School for the Deaf.....	1859	Asy...	F.	T.	Fr.	C.	1,200
854	Cedartown.....	Sam'l Benedict Memorial Lib.....	1896	Sch...	F.	C.	Fr.	B.	1,000
855	Columbus.....	Public High School.....	1902	Sch...	F.	D.	F.	B.	4,200
856	do.....	Public Library *.....	1880	Gen...	R.	T.	S.	B.	16,500
857	Crawfordville.....	Stephens High School *.....		Sch...	F.	C.	Fr.	R.	2,000
858	Cuthbert.....	Andrew Female College.....	1854	Col...	F.	C.	S. Fr.	B.	1,000
859	do.....	Bethel Male College.....		Sch...	F.	C.	Fr.	R.	1,000
860	Dahlonega.....	North Ga. Agricultural Col.....	1871	Sch...	F.	T.	S. Fr.	B.	2,526
861	Decatur.....	Agnes Scott Institute.....	1891	Sch...	F.	C.	Fr.	B.	1,896
862	Gainesville.....	Brenam College *.....	1878	Col...	F.	C.	S.	B.	3,500
863	Hawkinsville.....	Public School.....	1892	Sch...	F.	T.	F.	R.	1,800
864	La Grange.....	La Grange Female College.....	1846	Col...	F.	C.	S.	B.	2,300
865	do.....	Southern Female College *.....	1896	Col...	F.	C.	Fr.	B.	2,000
866	Lithonia.....	H. Parmalee Lib. Company *.....	1890	Gen...	F.	C.	S.	C.	1,000
867	Macon.....	Ballard School.....	1880	Sch...	O.	C.	Fr.	B.	1,000
868	do.....	Georgia Acad. for the Blind.....		Asy...	F.	T.	Fr.	B.	3,000
869	do.....	Mercer University.....	1833	Col...	F.	C.	Fr.	B.	18,000
870	do.....	Ciceronean Society.....	1834	C. Soc.	F.	C.	S.	B.	5,350
871	do.....	Phi Delta Society *.....	1830	C. Soc.	F.	C.	S.	R.	4,400
872	do.....	Price Free Library.....	1899	Gen...	O.	T.	F.	B.	2,970
873	do.....	Public Lib. and Hist. Society.....	1874	Gen...	O.	T. D.	F.	B.	12,000
874	do.....	Saint Stanislaus Society *.....	1874	Col...	F.	C.	Fr.	R.	6,860
875	do.....	Wesleyan Female College.....	1837	Col...	F.	C.	S.	B.	3,000
876	Marietta.....	Clarke Library.....	1893	Gen...	O.	C.	S. Fr.	B.	4,852
877	Milledgeville.....	Georgia Normal and Indus- trial College.....	1889	Sch...	F.	T.	Fr.	R.	2,583
878	do.....	Middle Georgia Agricultural College *.....	1880	Sch...	F.	C.	F.	B.	2,000
879	do.....	State Sanitarium.....	1888	Asy...	F.	D.	Fr.	C.	11,500
880	Oxford.....	Emory College.....	1826	Col...	O.	C.	S. Fr.	B.	29,708
881	Quitman.....	Brooks County Library Assoc.....	1879	Gen...	O.	C.	S. Fr.	B.	2,000
882	Rome.....	Shorter College.....	1877	Col...	F.	C.	S.	B.	4,000
883	do.....	Young Men's Library Assoc.....	1885	Gen...	O.	T.	F.	B.	2,650
884	Savannah.....	Beach Institute.....	1879	Sch...	F.	C.	Fr.	B.	1,000
885	do.....	Georgia Historical Society.....	1839	Hist...	O.	C.	F.	B.	24,000
886	South Atlanta.....	Clark University.....	1875	Col...	F.	C.	Fr.	B.	2,000
887	do.....	Gammon Theological Sem.....	1883	Theo...	F.	C.	S.	B.	12,000
888	Talbotton.....	Le Vert College.....		Sch...	F.	C.	Fr.	R.	1,000
889	Thomaston.....	R. E. Lee Institute.....	1900	Sch...	F.	C.	Fr.	B.	1,000
890	Thomasville.....	Teachers' Library of Thomas County.....	1897	Sch...	F.	C.	F.	C.	1,250
891	do.....	Thomasville Library and Mu- seum.....	1876	Gen...	O.	C.	Fr.	B.	2,700
892	Valdosta.....	Public Library.....	1897	Gen...	F.	C.	S. Fr.	R.	1,556
893	do.....	Valdosta Institute.....	1888	Sch...	F.	C.	Fr.	B.	1,250

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
										835
	458	3,534				\$1,467		\$10,000	Sarah Frierson	836
500										837
										838
										839
800	300				\$211	211			Mary E. Lane	840
	4,826	116,234		\$7,000		8,270		125,000	Anne Wallace	841
										842
200	220	6,078				240			Luie M. Sergeant	843
										844
210	300					554			Clara H. Denslow	845
1,000	500			3,000		3,000	\$3,000		C. J. Wellborn	846
500	100					225				847
										848
						1,200	12,500			849
										850
	62					300			Florence M. Colesberry	851
	10									852
500						75				853
						700				854
1,000	50					100				855
										856
1,500	250	3,322				450				857
31	183								Mary D. Sheppard	858
500	200	400				400				859
	200			400		400			N. E. Ware	860
	100	4,000				210			Miss L. Lanier	861
1,000	200					100				862
						275				863
		130						500		864
2,000	3,000	4,000				850				865
						25				866
300	57					115			G. W. Light	867
	403	25,020		600		765				868
1,000	400	9,000		600		1,500		8,000	Sallie G. Boone	869
1,000	90					635				870
	50					210			Mrs. L. C. Chapman	871
	124	2,581				204		1,200	Kate S. Winn	872
	36	1,040							Alberta T. Gould	873
										874
500	50									875
										876
328	78	800							W. P. Williams	877
7,911	1,361	3,471				516		30,000	H. H. Stone	878
	50					1,036	1,000	850	Jeanette H. Wade	879
						450			May Fortenbery	880
1,200	250	1,600	\$175			175		1,000	J. C. Harris	881
100		500								882
6,000	650							50,000	Wm. Harden	883
									Lawyer Taylor	884
										885
										886
										887
250	40					50				888
		480							K. T. Machan	889
										890
75										891
					120				Susie Talbot	892
	125	1,700				345			Emma C. Denmark	893
						100				894

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
GEORGIA—cont'd.								
894	Villa Rica.....	Public High School.....	Sch.....	F.	T.	Fr.	B.	1,200
895	Washington.....	Mary Willis Library *.....	Gen.....	R.	C.	F.	B.	3,216
896	.....do.....	St. Joseph's Academy.....	Sch.....	F.	T.	Fr.	R.	1,000
897	Young Harris.....	Young Harris College.....	Col.....	F.	C.	Fr.	R.	1,000
IDAHO.								
898	Boise.....	Circulating Library.....	Gen.....	F.	T. C.	S. Fr.	B.	3,360
899	.....do.....	Idaho Free Traveling Library.....	Gen.....	F.	T.	Fr.	C.	4,000
900	.....do.....	Public High School.....	Sch.....	F.	T.	Fr.	B.	1,000
901	.....do.....	State Law Library.....	Law.....	F.	T.	Fr.	R.	8,650
902	.....do.....	State Library.....	State.....	F.	T.	Fr.	E.	6,000
903	Caldwell.....	College of Idaho.....	Sch.....	O.	C.	F.	R.	2,500
904	Hailey.....	Public High School.....	Sch.....	F.	T.	F.	B.	1,200
905	Lewiston.....	Public Library.....	Gen.....	F.	T. D.	F.	B.	3,125
906	.....do.....	Public School.....	Sch.....	F.	T.	Fr.	B.	1,250
907	.....do.....	State Normal School.....	Sch.....	F.	T.	Fr.	R.	2,000
908	Moscow.....	Public High School*.....	Sch.....	F.	T.	Fr.	R.	1,000
909	.....do.....	Public Library.....	Gen.....	R.	C.	F.	C.	1,000
910	.....do.....	University of Idaho.....	Col.....	F.	T.	Fr.	R.	4,250
911	Preston.....	Oneida Stake Academy.....	Sch.....	F.	C.	F.	B.	2,000
ILLINOIS.								
912	Abingdon.....	Hedding College.....	Col.....	F.	C.	Fr.	B.	2,000
913	Addison.....	Seminary Library.....	Sch.....	F.	C.	Fr.	R.	2,800
914	Albion.....	Southern Collegiate Institute.....	Theo.....	F.	C.	Fr.	R.	1,509
915	Aledo.....	Public High School*.....	Sch.....	F.	C.	F.	B.	1,025
916	Alton.....	Jennie D. Hayner Lib. Assoc.....	Gen.....	O.	D.	F.	B.	8,849
917	.....do.....	Ursuline Academy of the Holy Family.....	Sch.....	F.	C.	Fr.	B.	1,000
918	Anna.....	Illinois Southern Hospital.....	Asy.....	F.	T.	Fr.	C.	1,900
919	.....do.....	Public High School.....	Sch.....	F.	T.	Fr.	B.	1,500
920	.....do.....	Union Acad. of Southern Ill.....	Sch.....	F.	C.	Fr.	R.	1,000
921	Atlanta.....	Public Library*.....	Gen.....	R.	T.	F.	B.	1,000
922	Aurora.....	Aurora College.....	Sch.....	F.	C.	Fr.	R.	1,200
923	.....do.....	East Aurora High School.....	Sch.....	F.	T.	Fr.	B.	2,000
924	.....do.....	Public Library.....	Gen.....	O.	f.	F.	B.	18,530
925	Austin.....	High School*.....	Sch.....	F.	T.	Fr.	R.	1,230
926	Barry.....	Public Library.....	Gen.....	R.	T.	F.	B.	2,118
927	Batavia.....	Public Library.....	Gen.....	O.	T.	F.	B.	8,360
928	Beardstown.....	Public Library.....	Gen.....	R.	T.	F.	B.	1,890
929	.....do.....	Public School.....	Sch.....	F.	T.	Fr.	B.	1,500
930	Belleville.....	Public High School.....	Sch.....	F.	T.	Fr.	B.	1,000
931	.....do.....	Public Library.....	Gen.....	O.	T.	F.	B.	20,832
932	Belvidere.....	Ida Public Library.....	Gen.....	F.	T.	F.	C.	12,890
933	Bement.....	Woman's Club*.....	Soc.....	R.	C.	S.	B.	1,145
934	Biggs.....	Township High School.....	Sch.....	F.	T.	Fr.	B.	1,000
935	Bloomington.....	Chicago and Alton Em- ployees' Association.....	Y. M. O.	C.	F.	F.	B.	3,498
936	.....do.....	Illinois Wesleyan University.....	Col.....	F.	C.	Fr.	B.	25,000
937	.....do.....	Public High School.....	Sch.....	F.	T.	Fr.	R.	1,400
938	.....do.....	Withers Public Library.....	Gen.....	O.	T.	F.	B.	26,000
939	Blue Island.....	Public Library.....	Gen.....	O.	T.	F.	B.	3,020
940	Bourbonnais.....	St. Viateur's College.....	Col.....	F.	C.	S. Fr.	B.	10,000
941	.....do.....	Theological Department.....	Theo.....	F.	C.	Fr.	R.	2,000
942	Braidwood.....	Public Library.....	Gen.....	F.	T.	F.	B.	2,000
943	Bunker Hill.....	Military Academy.....	Sch.....	F.	C.	Fr.	R.	1,000
944	.....do.....	Public Library.....	Gen.....	R.	T.	F.	B.	2,802
945	Cairo.....	Public Library.....	Gen.....	O.	T.	F.	B.	11,597
946	.....do.....	Public School.....	Sch.....	F.	D.	Fr.	B.	3,979
947	Cambridge.....	Township Public Library.....	Gen.....	O.	T.	F.	C.	5,925
948	Canton.....	Parlin Library.....	Gen.....	O.	T. D.	F.	B.	6,530
949	Carbondale.....	Library Association.....	Gen.....	R.	C.	S. Fr.	R.	1,800
950	.....do.....	So. Ill. State Normal Univ.....	Sch.....	F.	T.	Fr.	B.	17,184
951	Carlinville.....	Blackburn College.....	Col.....	F.	C.	Fr.	B.	4,000
952	.....do.....	Library Association.....	Gen.....	F.	C.	S. Fr.	B.	4,028

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free.. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
953	Carlinville.....	Public Library.....	1890	Sch...	F.	T.	F.	B.	2,000
954	Carmi.....	Public School Library*.....		Sch...	F.	C.	F.	B.	1,000
955	Carpentersville...	Literary and Library Assoc.....	1871	Gen...	F.	C.	S. Fr.	B.	1,800
956	Carrollton.....	Public Library.....	1901	Gen...	O.	T.	F.	B.	1,683
957	do.....	Public School.....		Gen...	F.	D.	F.	B.	3,300
958	Carthage.....	Carthage College.....	1870	Col...	F.	C.	Fr.	B.	5,000
959	do.....	Galileo Society.....	1870	C. Soc.	F.	C.	S.	R.	1,053
960	do.....	Free Public Library.....	1893	Gen...	F.	C.	F.	B.	4,200
961	Centralia.....	Public Library.....	1873	Gen...	O.	T.	F.	B.	4,168
962	do.....	Township High School.....		Sch...	F.	T.	Fr.	B.	1,000
963	Champaign.....	Public Library.....	1868	Gen...	O.	T.	F.	B.	9,635
964	Charleston.....	Eastern Ill. State Normal Sch.....	1899	Sch...	F.	T.	Fr.	B.	5,335
965	do.....	Free Public Library.....	1899	Gen...	O.	T.	F.	B.	2,000
966	do.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,050
967	Chenoa.....	Public School*.....	1897	Sch...	F.	T.	Fr.	B.	1,500
968	Chester.....	Tecumseh Library Assoc.....	1880	Gen...	R.	C.	S.	R.	1,600
969	Chicago (95th and Throop sts.).	Academy of Our Lady of the Sacred Heart.....		Sch...	F.	C.	S. Fr.	B.	2,000
970	Chicago (485 W. Taylor st.).	Academy of the Sacred Heart.....		Sch...	F.	C.	Fr.	R.	10,000
971	Chicago.....	All Soul's Library.....	1884	Gen...	F.	C.	F.	B.	1,800
972	Chicago (1223 Ma- sonic Temple).	Altrua Art Library.....	1897	Soc...	F.	C.	F.	B.	1,000
973	Chicago (72 Mon- roe st.).	American Express Employees Library Association.....	1885	Soc...	F.	C.	S.	B.	3,600
974	Chicago.....	American Medical Mission- ary College.....		Med...	F.	C.	Fr.	R.	1,900
975	do.....	Armour Inst. of Technology..	1893	Col...	F.	C.	S.	B.	16,279
976	do.....	Art Institute of Chicago (Ry- erson Library).....	1879	Sch...	O.	C.	F.	B.	2,900
977	do.....	Ascham Hall.....	1883	Sch...	F.	C.	Fr.	R.	1,000
978	do.....	Ashland Block Law Library ..	1892	Law...	F.	C.	Fr.	R.	5,000
979	do.....	Aurora Turn Verein.....	1864	Soc...	R.	C.	Fr.	R.	1,003
980	do.....	Austin High School.....		Sch...	F.	T.	Fr.	B.	1,425
981	do.....	Bennett College of Eclectic Medicine and Surgery.....		Med...	F.	C.	Fr.	R.	1,200
982	do.....	Bibliothek des Germania Männerchor*.....	1891	Hist...	R.	C.	S.	R.	1,500
983	do.....	Chicago Academy of Sciences.....	1857	Sci....	F.	C.	F.	R.	3,928
984	do.....	Chicago Bar Association.....	1892	Law...	F.	C.	S.	R.	7,250
985	do.....	Chicago College of Pharmacy.....	1859	Med...	R.	C.	Fr.	R.	1,800
986	do.....	Chicago College of Physicians and Surgeons.....	1892	Med...	F.	C.	F.	R.	7,125
987	Chicago (Dearborn ave. and Ontario st.).	Chicago Historical Society...	1856	Hist...	O.	C.	F.	R.	35,609
988	Chicago (232 S. Wood st.).	Chicago Homeopathic Medi- cal Society.....	1876	Med...	F.	C.	Fr.	R.	2,500
989	Chicago.....	Chicago Institute*.....	1893	Sch...	R.	T.	F.	B.	10,000
990	do.....	Chicago Kent College of Law.....	1888	Law...	R.	C.	Fr.	R.	2,000
991	do.....	Chicago Law Institute.....	1857	Law...	F.	C.	S.	B.	39,863
992	do.....	Chicago Lutheran Theolog- ical Seminary.....	1856	Theo...	F.	C.	Fr.	R.	5,000
993	do.....	Chicago Normal School.....		Sch...	F.	T.	F.	B.	15,000
994	do.....	Chicago Public Library.....	1872	Gen...	O.	T.	F.	B.	285,317
995	Chicago (43 War- ren ave.).	Chicago Theological Sem.....	1856	Theo...	O.	C.	Fr.	B.	22,500
996	Chicago (4949 In- diana ave.).	Chicago Training School for City, Home, and Foreign Missions (G. F. Swift Lib.).	1885	Theo...	F.	C.	Fr.	R.	1,709
997	Chicago (31 Wash- ington st.).	Circulating Library*.....	1898	Soc...	R.	C.	S.	C.	1,700
998	Chicago (35th st. and Wabash ave.).	De La Salle Institute*.....	1893	Col...	F.	C.	S.	B.	5,000
999	Chicago.....	Dunham Medical College.....		Med...	F.	C.	Fr.	R.	1,253

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States of 1,000 volumes and over in 1903—Continued.

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Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
1000	Chicago.....	Deutsch-Amerikanische Bib- liothek des Germania Minnerchor.	1891	Soc ...	O.	C.	Fr.	R.	1,185
1001	.....do.....	Englewood High School	1887	Sch ...	F.	T.	Fr.	B.	1,958
1002	.....do.....	English High and Manual Training School.	.....	Sch ...	F.	T.	Fr.	B.	1,000
1003	.....do.....	Erring Women's Refuge for Reform.	.....	Asy ...	F.	T.	Fr.	B.	1,000
1004	.....do.....	Field Columbian Museum	1894	Sci ...	F.	C.	Fr.	R.	12,837
1005	.....do.....	French Library of the Alli- ance Française.	1903	Soc ...	R.	C.	S. Fr.	R.	2,000
1006	Chicago (2815 Cot- tage Grove ave.)	Hahnemann Medical College of Chicago.	1891	Med ..	O.	C.	Fr.	R.	2,000
1007	Chicago.....	Hering Medical College	1891	Med ..	F.	C.	Fr.	R.	1,500
1008	.....do.....	Hyde Park High School	1874	Sch ...	F.	T.	Fr.	B.	2,000
1009	Chicago (112 Clark st.)	Illinois College of Law	1897	Law ..	R.	C.	S.	R.	1,200
1010	Chicago (Mayfair)	Jefferson High School	1883	Sch ...	F.	T.	Fr.	R.	1,219
1011	Chicago.....	Jewish Training School	1890	Sch ...	F.	C.	Fr.	B.	1,300
1012	.....do.....	John Crerar Library	1894	Sci ...	R.	C.	F.	R.	97,226
1013	.....do.....	John L. Whitman Moral Im- provement Assoc. Lib. of Cook Co. Jail.	1901	Asy ...	F.	T.	Fr.	C.	1,688
1014	.....do.....	John Marshall High School ..	1894	Sch ...	F.	T.	Fr.	B.	1,835
1015	.....do.....	John Spry Public School	1900	Sch ...	F.	T.	Fr.	B.	2,300
1016	.....do.....	John Worthy Manual Train- ing School.	.....	Asy ...	F.	T.	Fr.	B.	1,500
1017	.....do.....	Joseph Medill High School ..	1895	Sch ...	F.	T.	Fr.	B.	1,200
1018	Chicago (30 E. 47th st.)	Kenwood Institute	1886	Sch ...	F.	C.	Fr.	R.	2,000
1019	Chicago.....	Kirkland School *	1875	Sch ...	F.	C.	F.	R.	1,000
1020	Chicago (Ashland ave. and Irving Park Boul.)	Lake View High School	1874	Sch ...	F.	T.	Fr.	B.	3,378
1021	Chicago (414 Court-house)	Law Institute *	1857	Law ..	F.	C.	S.	B.	36,129
1022	Chicago.....	Lewis Institute Library	1896	Sch ...	F.	C.	Fr.	B.	10,250
1023	Chicago (320 Ash- land Block.)	Loyal Legion Library	1879	Soc ...	R.	C.	Fr.	B.	2,358
1024	Chicago (1000 N. Halsted st.)	McCormick Theological Sem- inary (Virginia Library).	1859	Theo .	F.	C.	Fr.	B.	25,900
1025	Chicago.....	Newberry Library	1857	Gen ..	O.	C.	F.	R.	193,461
1026	.....do.....	Northwest Div. High School ..	1889	Sch ...	F.	C.	Fr.	B.	1,875
1027	Chicago (North- western Univer- sity building)	Northwestern University Law School.	1859	Law ..	F.	C.	S.	R.	10,000
1028	Chicago.....	Northwestern University Medical School.	.....	Med ..	F.	C.	Fr.	R.	2,889
1029	Chicago (Pull- man)	Pullman Public Library	1883	Gen ..	R.	C.	S. Fr.	B.	9,000
1030	Chicago.....	Robt. A. Waller High School ..	.....	Sch ...	F.	T.	Fr.	R.	1,580
1031	.....do.....	St. Francis Xavier Academy ..	1846	Sch ...	F.	C.	S.	R.	7,000
1032	Chicago (Pilsen Station)	St. Ignatius College	1865	Col ...	F.	C.	Fr.	B.	29,000
1033	Chicago.....	Students' Free Library * .....	.....	C. Soc.	F.	C.	F.	R.	3,000
1034	.....do.....	St. Patrick's Academy *	1874	Sch ...	F.	C.	Fr.	B.	1,686
1035	.....do.....	St. Stanislaus College	1890.	Col ...	F.	C.	S.	B.	1,500
1036	.....do.....	Sem. of the Sacred Heart * ..	.....	Sch ...	F.	C.	Fr.	B.	2,000
1037	.....do.....	South Chicago High School ..	.....	Sch ...	F.	T.	Fr.	B.	1,492
1038	.....do.....	South Division High School ..	1875	Sch ...	F.	T.	Fr.	B.	2,908
1039	.....do.....	Starrett School for Girls .....	.....	Sch ...	F.	G.	Fr.	B.	2,000
1040	Chicago (1311 Shelfield ave.)	Theological Seminary of the Evangelical Lutheran Ch.	1891	Theo .	F.	C.	Fr.	B.	5,100
1041	Chicago.....	Union League Club	1880	Soc ...	F.	C.	Fr.	R.	4,000
1042	Chicago (116 Dear- born st.)	University Club of Chicago ..	1896	Soc ...	F.	C.	S.	R.	1,800
1043	Chicago.....	University of Chicago	1892	Col ...	F.	C.	Fr.	B.	372,995

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Public, society, and school libraries in the United

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1	2	3	4	5	6	7	8	9
ILLINOIS—cont'd.								
1044 Chicago.....	University of Chicago—Con- divinity School (Bapt.)	Theo	F.	C.	Fr.	R.	40,000
1045 ..do.....	Rush Medical College ..	1899	Med	F.	C.	Fr.	R.	10,516
1046 Chicago (4638 Ash- land ave.) ..	University Settlement Li- brary.*	1895	Gen	R.	C.	F.	B.	1,000
1047 Chicago.....	West Division High School ..	.....	Sch	F.	T.	Fr.	B.	2,000
1048 Chicago (617 Steinway Hall).	Western New Church Union Library.	1872	Theo	R.	C.	F.	B.	1,154
1049 Chicago (Monad- nock blk.) ..	Western Society of Engineers.	1880	Sci	R.	C.	F.	R.	4,470
1050 Chicago (1113 Wash. boul.) ..	Western Theological Semi- nary.	1885	Theo	F.	C.	Fr.	B.	5,400
1051 Chicago.....	Young Ladies' Sodality ..	1866	Soc	R.	C.	S. Fr.	C.	4,000
1052 Chicago (153 La Salle st.) ..	Y. M. C. A. (Central Dept.) ..	1858	Y. M.	F.	C.	S. Fr.	R.	1,200
1053 Chicago.....	Y. P. S. C. E. of Third Presby- terian Church.*	1880	Soc	F.	C.	S.	C.	2,300
1054 ..do.....	Znrotechnic Institute ..	1872	Gen	O.	C.	Fr.	R.	2,450
1055 Chicago Heights ..	Free Library ..	1902	Gen	O.	T.	F.	B.	14,964
1056 ..do.....	Public High School Library* ..	.....	Sch	F.	T.	F.	B.	1,200
1057 Clinton ..	Public School* ..	.....	Sch	F.	T.	Fr.	R.	2,053
1058 Cobden ..	Public High School ..	.....	Sch	F.	T.	Fr.	B.	2,500
1059 Cordova ..	Public Library ..	1878	Gen	F.	T.	F.	B.	1,703
1060 Danville ..	National Home Dis. Vol. Sol ..	1902	Gov	F.	T.	F.	B.	1,300
1061 ..do.....	Public Library ..	1883	Gen	R.	T.	F.	B.	13,110
1062 ..do.....	Public School ..	.....	Sch	F.	T.	Fr.	R.	1,000
1063 Decatur ..	Free Public Library ..	1875	Gen	O.	T.	F.	B.	21,658
1064 ..do.....	James Miliken University ..	1903	Col	F.	C.	Fr.	B.	1,800
1065 ..do.....	Public High School ..	1865	Sch	F.	T.	Fr.	R.	1,400
1066 ..do.....	R. R. Y. M. C. A. Library* ..	1899	Y. M.	O.	C.	S.	B.	1,000
1067 Dekalb ..	Northern Illinois State Nor- mal School (Haish Lib.) ..	1899	Sch	F.	T.	Fr.	B.	8,272
1068 ..do.....	Public Library ..	1900	Gen	F.	T.	F.	C.	1,553
1069 Delavan ..	Public School ..	1880	Sch	F.	T.	Fr.	B.	1,200
1070 Dixon ..	Dixon Hose Company* ..	1872	Gen	F.	C.	S.	B.	3,500
1071 ..do.....	Northern Ill. Normal School ..	1881	Sch	F.	T.	Fr.	B.	2,000
1072 ..do.....	Public Library ..	1896	Gen	O.	T. D.	F.	B.	5,681
1073 ..do.....	Steinmann College ..	1895	Sch	F.	C.	Fr.	R.	2,000
1074 Dundee ..	Public Library ..	1878	Gen	R.	T.	F.	B.	2,265
1075 Duquoin ..	Public School ..	.....	Sch	F.	T.	Fr.	R.	1,000
1076 Dwight ..	Public High School ..	.....	Sch	F.	T.	Fr.	R.	1,000
1077 Earlville ..	Public Library ..	1865	Gen	F.	T.	F.	B.	3,906
1078 East St. Louis ..	Public Library ..	1892	Gen	O.	T.	F.	B.	18,692
1079 Edwardsville ..	Public High School* ..	.....	Sch	F.	T.	Fr.	B.	1,260
1080 ..do.....	Public Library ..	1879	Gen	F.	C.	S.	B.	3,660
1081 Effingham ..	Austin College ..	1891	Col	F.	C.	Fr.	B.	3,000
1082 ..do.....	Ladies' Library Association ..	1883	Gen	R.	C.	S. Fr.	C.	1,628
1083 Elgin ..	Elgin Academy ..	.....	Sch	F.	C.	Fr.	B.	1,400
1084 ..do.....	Gail Borden Public Library ..	1872	Gen	O.	T.	F.	B.	26,540
1085 ..do.....	Ill. Northern Hosp. Library ..	1872	Asy	F.	T.	Fr.	B.	3,000
1086 ..do.....	Public High School ..	.....	Sch	F.	T.	Fr.	B.	1,553
1087 ..do.....	Y. M. C. A. Library ..	.....	Y. M.	F.	C.	S.	B.	1,200
1088 Elmhurst ..	Mensch-Verein des Prosemin- ars.	1878	Col	F.	C.	S.	B.	2,000
1089 ..do.....	Public School ..	1890	Sch	F.	T.	Fr.	B.	1,200
1090 Elmhurst ..	Public High School ..	.....	Sch	F.	T.	Fr.	B.	1,000
1091 El Paso ..	El Paso Library ..	1873	Gen	R.	C.	S. Fr.	B.	1,025
1092 Eureka ..	Eureka College ..	1855	Col	F.	C.	S.	B.	6,968
1093 Evanston ..	Free Public Library ..	1870	Gen	F.	T.	Fr.	B.	32,529
1094 ..do.....	Northwestern University ..	1855	Col	O.	C.	Fr.	B.	51,658
1095 ..do.....	Dearborn Observatory ..	1865	Col	F.	C.	Fr.	R.	1,500
1096 ..do.....	Garrett Biblical Institute ..	1857	Theo	F.	C.	S.	B.	15,000
1097 ..do.....	Township High School ..	1883	Sch	F.	T.	Fr.	R.	1,575
1098 Ewing ..	Ewing College ..	1867	Col	F.	C.	F.	B.	5,000
1099 Fairbury ..	Public High School ..	.....	Sch	F.	T.	Fr.	B.	1,500
1100 Fairfield ..	Public School* ..	1895	Sch	F.	T.	F.	B.	1,100
1101 Farmington ..	Public Library ..	1900	Gen	F.	T.	F.	C.	1,080
1102 Flora ..	Public Library ..	1903	Gen	O.	T.	F.	B.	1,000

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
2, 184	476	19,000				\$2,838			Ludwig Hektoen	1044
	25									1045
										1046
		25							Sophie M. Saul	1047
										1048
	400									1049
3,000	300	250				30			Francis J. Hall, D. D.	1050
	100								Maggie Brennan	1051
	116					375				1052
	25	1,200							Jesse W. Ryland	1053
3,000									E. H. Siebel	1054
	384	14,964	\$1,048			3,688		\$15,000	Harriet Taylor	1055
	300		100			100				1056
										1057
137	129	1,742	360			366			Metilda Mullery	1058
		25,000	450			450			John P. Jones	1059
100	1,279	57,129	4,000			4,335			Josephine E. Durham	1060
200	100									1061
3,394	1,726	85,685	7,449			7,749		60,000	Alice G. Evans	1062
	68					385			M. Edna Stuart	1063
100	500	3,000				1,000		8,000		1064
380	415								Madeleine W. Milner	1065
										1066
		7,801		\$800		800			Eliza B. Murray	1067
100	85					50			E. A. Cross	1068
									Henry S. Dey	1069
500	100								Nora Higgins	1070
	1,255	22,308	2,200		\$1,262	3,462	\$15,000	25,000		1071
150	75					12			Aracelia McComsey	1072
	100	4,000							C. S. Sinclair	1073
	40								M. C. Murray	1074
230	50					100				1075
104	165	8,778	471			495			Fanny M. Burlingame	1076
2,500	1,952	52,668	6,580			6,700		55,000	John E. Miller	1077
										1078
									Sarah Coventry	1079
1,000	100									1080
	84	2,261			3	205			Hattie B. Ensign	1081
										1082
900	1,582	148,675	7,826			8,079		32,000	Katharine L. Abbott	1083
	100			500		500			Samuel Case	1084
	125								Mabel M. Baseman	1085
										1086
100	6	1,650				250				1087
										1088
	200	3,232							Anna S. Garwood	1089
										1090
	60	1,400				221			Sarah M. Gough	1091
	350			650		650			R. E. Conklin	1092
1,500	3,380	97,928	8,503			9,517			Mary Boyden Lindsay	1093
35,000	3,606	12,698						100,000	Lodilla Ambrose	1094
1,500									G. W. Hough	1095
5,000	400								M. S. Terry	1096
180	50			150		150			H. L. Boltwood	1097
2,000	275								J. A. Leavitt	1098
										1099
50	100									1100
	350	5,000	356			526			F. Nellie McDonald	1101
	275								H. C. Michels	1102

Public, society, and school libraries in the United

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1	2	3	4	5	6	7	8	9
ILLINOIS—cont'd.								
1103	Freeport	Public High School	Sch...	F.	T.	Fr.	B.	1,060
1104	do	Public Library	Gen.	O.	T.	F.	B.	20,400
1105	Fulton	Northern Illinois College* ..	Col...	F.	C.	Fr.	B.	2,500
1106	do	Public Library	Gen.	R.	T.	F.	B.	1,450
1107	Galena	Public High School	Sch...	F.	T.	Fr.	B.	1,090
1108	do	Public Library	Gen.	F.	T.	F.	B.	6,660
1109	Galesburg	Knox College	Col...	F.	C.	Fr.	R.	10,000
1110	do	Lombard College	Col...	F.	C.	Fr.	B.	7,000
1111	do	Ryder Divinity School	Theo.	F.	C.	Fr.	R.	1,000
1112	do	Private School*	Sch...	F.	C.	Fr.	R.	1,000
1113	do	Public High School	Sch...	F.	T.	Fr.	B.	1,020
1114	do	Public Library	Gen.	O.	T.	F.	B.	28,063
1115	Galva	Public High School	Sch...	F.	T.	Fr.	B.	1,984
1116	Geneseo	Public Library	Gen.	O.	T.	F.	B.	7,600
1117	Geneva	Free Public Library	Gen.	R.	T.	F.	B.	3,100
1118	do	Public High School	Sch...	F.	T.	Fr.	B.	2,500
1119	do	State Training Sch. for Girls ..	Asy...	F.	T.	Fr.	B.	1,000
1120	Gilman	Public Library	Gen.	O.	T.	F.	B.	2,813
1121	Glenwood	Ill. Man'l Training Sch. Farm ..	Gen.	F.	T.	Fr.	C.	3,500
1122	Godfrey	Post Memorial Lib. of Monticello Female Seminary ..	Sch...	F.	C.	S.	B.	4,000
1123	Golconda	Public High School	Sch...	F.	T.	Fr.	B.	1,000
1124	Greenville	Greenville College	Col...	F.	C.	S.	B.	6,090
1125	do	Ladies' Library Association ..	Gen.	F.	C.	S.	B.	3,000
1126	Griggsville	Public Library	Gen.	R.	T.	F.	B.	2,820
1127	Harvard	Public High School	Sch...	F.	T.	Fr.	B.	1,425
1128	Havana	Public Library	Gen.	O.	T.	F.	B.	2,954
1129	Henry	Woman's Club	Soc...	F.	C.	S.	C.	1,000
1130	Highland Park	Northwestern Military Acad.* ..	Gen.	F.	C.	Fr.	B.	1,043
1131	Hillsboro	Pub. Lib. and Reading Room ..	Gen.	R.	T.	S. Fr.	B.	1,771
1132	Hinsdale	Public Library	Gen.	R.	T.	F.	B.	4,000
1133	Homer	Homer Library*	Gen.	R.	C.	S.	B.	1,040
1134	Hoopeston	Free Public Library	Gen.	F.	T.	F.	B.	3,112
1135	do	Greer College	Sch...	F.	C.	S.	B.	1,200
1136	Jacksonville	Ill. Central Insane Hospital* ..	Asy...	F.	T.	F.	C.	2,000
1137	do	Illinois College	Col...	F.	C.	Fr.	R.	11,000
1138	do	Phi Alpha Literary Soc.*	C. Soc.	O.	C.	S.	B.	2,100
1139	do	Sigma Pi Literary Soc.*	C. Soc.	F.	C.	Fr.	B.	2,000
1140	do	Ill. Inst. for Educ. of the Blind ..	Asy...	F.	T.	Fr.	B.	9,080
1141	do	Illinois School for Deaf	Asy...	F.	T.	Fr.	B.	14,569
1142	do	Illinois Woman's College	Col...	F.	C.	Fr.	R.	1,500
1143	do	Joshua Rhoads Memo. Lib	Gen.	F.	C.	Fr.	C.	1,165
1144	do	Public Library	Gen.	O.	T.	F.	B.	12,491
1145	Jerseyville	Free Library	Gen.	O.	T.	F.	B.	3,243
1146	Joliet	Illinois State Penitentiary	Asy...	F.	T.	Fr.	B.	15,600
1147	do	Public Library	Gen.	R.	T.	F.	B.	20,286
1148	do	St. Francis Academy	Sch...	F.	C.	Fr.	B.	1,535
1149	do	St. Mary's Academy	Sch...	F.	C.	Fr.	B.	1,000
1150	do	Steel Works Club Library	Soc...	F.	C.	Fr.	B.	5,195
1151	do	Township High School	Sch...	F.	T.	Fr.	R.	1,900
1152	Kankakee	Public High School	Sch...	F.	T.	Fr.	R.	1,000
1153	do	Public Library	Gen.	O.	T.	F.	C.	7,708
1154	Kenilworth	New Trier Twp. High School	Sch...	F.	T.	Fr.	R.	1,000
1155	do	Rugby School*	Sch...	F.	C.	S.	R.	2,000
1156	Kewanee	Public Library	Gen.	R.	T.	F.	B.	9,989
1157	Knoxville	St. Alban's School*	Sch...	F.	C.	S.	R.	1,000
1158	do	St. Mary's School	Col...	F.	C.	Fr.	B.	2,509
1159	Lacon	Public School	Sch...	F.	C.	F.	B.	1,500
1160	La Grange	Lyons Township High Sch.*	Sch...	F.	T.	Fr.	B.	1,200
1161	Lake Forest	Lake Forest Col. (Arthur Somerville Reid Memorial Lib.) ..	Col...	O.	C.	S. Fr.	B.	17,494
1162	do	Public Library	Gen.	F.	T.	F.	B.	4,124
1163	do	Public School	Sch...	F.	T.	Fr.	R.	2,300
1164	La Salle	Peru Township High School	Sch...	F.	T.	Fr.	B.	1,360
1165	do	Public Library*	Gen.	F.	C.	S.	B.	1,800
1166	Lebanon	McKendree College	Col...	F.	C.	Fr.	B.	8,000
1167	do	Philosophian Society*	C. Soc.	F.	C.	S.	B.	1,625

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap- propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	1,817	62,020	\$4,546	\$3,496		\$10,875		\$3,100	Harriet Lane
300	25								
	140	5,200		400		414	\$8,000		Mary Mitchell
100									P. H. Clark
746	266	16,222	1,171			1,730			Jessie D. Melvill
									Isabel A. Boggs
1,000	100								
8,531	2,290	74,147	6,000	6,000		13,240		85,000	Anna F. Hoover
198	177			71		71			
	300		1,866			1,876		10,000	Emma M. Chapin
100	225	9,010	1,109			1,109			Kate Burton
	27	4,155		300		307		800	Maria Davis
1,000									Miss J. C. Kellogg
1,000	1,000					600			W. A. Orr
	100	1,350				208			Emma E. Coland
	100					350			Lizzie E. Stone
	424	10,200		800		815		11,000	E. Robertson
	50					48			Mary L. Locke
75	28								H. P. Davidson
991	177	7,515		500		500			Bertha H. Welge
	300	12,118	850			1,000			Flora N. Candee
	50			10		219			Miss J. Stengle
283	345	12,689	813			861			Katherine Stites
500	25					125			
	300			500		500			
						75		2,000	Harriet S. Hurd
4,111	419	5,011		400		400	500		Nellie Robertson
									Alice May Plouer
	100	1,030			\$200	200	4,000		Helen T. Kennedy
5,685	1,143	32,605	5,286			10,536		46,500	Stella V. Seybold
	133	13,753		1,600		1,671		9,000	Edna L. Curtis
	2,000	50,000		1,500		1,500			S. W. Thornton
1,244	2,006	73,607		8,000		8,184			Kate A. Henderson
391	200								
	238	10,000							Maud Parsons
40	300			300		300			John Rush Powell
	75					85			Millie S. Larson
		32,753	2,250			2,816			B. S. Clapp
	100								
160	300	30,584	2,700			2,701			Mira S. E. Gray
	60								D. B. Burrows
	50								
	850						500	35,000	
	439	5,473		1,200		1,200			Marie A. Skinner
	400			300		300			
	200			450		450			
200	1,000	30,000				740	2,500		
	100								
100	57	1,121				79			G. W. Greenwood

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
1168	Lebanon	McKendree College—Cont'd.							
1169	.....do.....	Platonian Literary Soc.*	1851	C. Soc.	F.	T.	S.	B.	1,058
1170	Lincoln	Public School	1896	Sch...	F.	C.	Fr.	B.	1,000
	.....do.....	Illinois Asylum for Feeble- Minded Children.		Asy...	F.	T.	Fr.	R.	2,500
1171	.....do.....	Lincoln College	1866	Col...	F.	C.	Fr.	R.	4,000
1172	.....do.....	Orphans Home	1895	O. F.	F.	C.	Fr.	R.	2,100
1173	.....do.....	Public Library	1874	Gen...	O.	T.	F.	B.	10,000
1174	Litchfield	Free Public Library		Gen...	R.	T.	S. Fr.	B.	3,700
1175	Lombard	Free Library	1882	Gen...	F.	C.	F.	B.	2,524
1176	Macomb	Free Library	1882	Gen...	O.	T.	F.	C.	9,000
1177	Marion	Public High School		Sch...	F.	T.	Fr.	B.	1,500
1178	Mascoutah	Public School		Sch...	F.	T.	F.	B.	1,000
1179	Mattoon	Public High School		Sch...	F.	T.	Fr.	R.	1,520
1180	.....do.....	Public Library	1893	Gen...	O.	T.	F.	B.	5,056
1181	Maywood	Public Library	1892	Gen...	F.	T.	F.	C.	3,550
1182	Menard	Southern Illinois Penitenti- ary Library.	1880	Asy...	F.	T.	Fr.	B.	4,510
1183	Mendota	Graves Public Library	1870	Gen...	O.	T.	F.	C.	5,959
1184	.....do.....	Mendota College		Sch...	F.	C.	Fr.	B.	4,296
1185	Moline	Public High School	1895	Sch...	F.	T.	Fr.	R.	2,256
1186	.....do.....	Public Library*	1872	Gen...	O.	T.	F.	B.	12,330
1187	Monmouth	Monmouth College	1886	Col...	F.	C.	F.	R.	6,000
1188	.....do.....	Warren County Library and Reading Room Association.	1870	Gen...	O.	C.	Fr.	B.	21,450
1189	Morgan Park	George C. Walker Library	1890	Sch...	O.	C.	S. Fr.	B.	6,000
1190	Morris	Public School	1899	Sch...	F.	T.	Fr.	B.	13,000
1191	Morrison	Literary and Scientific Assoc.	1877	Gen...	O.	C.	S. Fr.	B.	5,000
1192	Mount Carroll	Frances Shimer Academy	1853	Sch...	F.	C.	Fr.	B.	1,030
1193	.....do.....	Public High School*		Sch...	F.	T.	F.	B.	1,000
1194	Mount Morris	Mount Morris College	1879	Sch...	F.	C.	Fr.	B.	18,000
1195	Mount Olive	Public School		Sch...	F.	D.	Fr.	R.	1,000
1196	Mount Pulaski	Public High School		Sch...	F.	T.	Fr.	B.	1,000
1197	Mount Sterling	Mount Sterling Library*	1881	Gen...	R.	C.	S.	B.	1,000
1198	Mount Vernon	Illinois Law Library	1875	Law...	F.	T.	F.	R.	10,000
1199	.....do.....	Public Library	1899	Gen...	R.	T.	F.	B.	2,146
1200	Naperville	Graded School	1865	Sch...	F.	T.	Fr.	B.	1,300
1201	.....do.....	Nichols's Library	1898	Gen...	O.	T.	F.	B.	2,092
1202	.....do.....	North Western College	1862	Col...	F.	C.	Fr.	R.	7,600
1203	.....do.....	Union Biblical Institute (Ev. Assoc.)		Theo...	F.	C.	Fr.	R.	2,000
1204	Normal	Public School	1896	Sch...	F.	T.	Fr.	R.	2,100
1205	.....do.....	Soldiers' Orphans' Home	1869	State	F.	T.	Fr.	R.	2,400
1206	.....do.....	State Normal University	1857	Sch...	O.	T.	Fr.	B.	14,500
1207	Nunda	Nunda and Crystal Lake Union School.	1882	Sch...	F.	T.	F.	B.	2,000
1208	Oak Park	Public High School	1890	Sch...	F.	T.	Fr.	R.	1,475
1209	.....do.....	Public Library	1888	Gen...	F.	T. C.	F.	B.	13,412
1210	Olney	Public High School		Sch...	F.	T.	Fr.	B.	1,600
1211	.....do.....	Public Library	1889	Gen...	R.	T.	F.	B.	7,507
1212	Onarga	Grand Prairie Seminary	1863	Sch...	F.	C.	S.	B.	1,060
1213	.....do.....	Public Library	1873	Gen...	O.	T.	F.	C.	4,675
1214	Oregon	Public Library	1874	Gen...	R.	T.	F.	C.	2,360
1215	Ottawa	Appellate Court Library*		Law...	F.	T.	Fr.	R.	9,000
1216	.....do.....	Odd Fellows Library	1869	O. F.	R.	C.	S.	B.	1,000
1217	.....do.....	Reddick's Public Library	1888	Gen...	O.	D.	F.	B.	10,888
1218	.....do.....	Township High School	1880	Sch...	F.	T.	Fr.	B.	1,500
1219	Paris	Carnegie Library		Gen...	O.	T.	F.	B.	2,000
1220	Paxton	Public Library	1903	Gen...	O.	T.	F.	B.	2,000
1221	Pekin	Public High School		Sch...	F.	T.	Fr.	B.	1,200
1222	.....do.....	Public Library	1896	Gen...	O.	T.	F.	B.	3,500
1223	Peoria	Academy of Our Lady of the Sacred Heart.		Sch...	F.	C.	Fr.	B.	1,250
1224	.....do.....	Bradley Polytechnic Institute	1897	Sch...	F.	C.	Fr.	R.	11,000
1225	.....do.....	Peoria Law Library*	1879	Law...	F.	C.	S.	R.	6,500
1226	.....do.....	Public High School	1886	Sch...	F.	T. D.	F.	B.	3,000
1227	.....do.....	Public Library	1855	Gen...	O.	T.	F.	B.	81,576
1228	Peru	St. Bede College	1891	Col...	F.	C.	Fr.	R.	8,000

*Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, own'd; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
1229	Pinckneyville	Public School	1889	Sch...	F.	T.	Fr.	R.	1,192
1230	Pittsfield	Public Library *	1879	Gen.	R.	T.	F.	B.	1,967
1231	Polo	Buffalo Free Public Library.	1871	Gen.	O.	T.	F.	B.	3,972
1232	Pontiac	Public Library	1894	Gen.	O.	T.	F.	B.	4,430
1233	.....do.....	State Reformatory	1875	Asy.	F.	T.	Fr.	B.	10,520
1234	.....do.....	Township High School.	.....	Sch.	F.	T.	Fr.	B.	1,300
1235	Princeton	Matson Public Library	1885	Gen.	O.	T.	F.	B.	6,492
1236	.....do.....	Township High School.	1868	Sch.	F.	T.	Fr.	C.	2,400
1237	Quincy	Free Public Library and Reading Room.	1887	Gen.	O.	T.	F.	B.	27,480
1238	.....do.....	Public High School .....	.....	Gen.	F.	T.	Fr.	R.	1,000
1239	.....do.....	St. Francis Solanus College ..	1860	Col.	F.	C.	S.	P.	5,600
1240	Riverside	Public School	1896	Sch.	F.	D.	Fr.	B.	2,687
1241	Rochelle	Flagg Township Public Lib.	1895	Gen.	F.	T.	F.	B.	3,253
1242	.....do.....	Public High School *	1869	Sch.	F.	T.	F.	R.	1,000
1243	Rock Falls	Public High School .....	.....	Sch.	F.	T.	Fr.	C.	1,350
1244	Rockford	Public High School	1885	Sch.	F.	T.	Fr.	B.	2,006
1245	.....do.....	Public Library	1872	Gen.	O.	T.	F.	B.	37,818
1246	.....do.....	Rockford College.	1849	Col.	F.	C.	Fr.	B.	6,797
1247	Rock Island	Augustana College	1862	Col.	F.	C.	Fr.	B.	14,000
1248	.....do.....	Public High School .....	.....	Sch.	F.	T.	Fr.	R.	1,415
1249	.....do.....	Public Library	1872	Gen.	O.	T.	F.	B.	15,406
1250	.....do.....	Villa de Chantal .....	.....	Sch.	F.	C.	Fr.	B.	1,650
1251	Rockton	Talcott Free Library	1888	Gen.	O.	T.	F.	B.	3,950
1252	Rossville	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,600
1253	St. Charles	Library Association	1889	Gen.	R.	C.	S. Fr.	B.	2,120
1254	.....do.....	Public High School	1896	Sch.	F.	T.	Fr.	B.	2,403
1255	Sandwich	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
1256	Savanna	Public Library	1896	Gen.	R.	T.	F.	B.	2,684
1257	Shabbona	Public School .....	.....	Sch.	F.	T.D.	F.	B.	1,800
1258	Shelbyville	Free Public Library .....	.....	Gen.	O.	T.	F.	B.	2,000
1259	Sibley	Public School .....	.....	Sch.	F.	T.	F.	B.	1,000
1260	Smithton	Smithton Lese-Verein	1860	Soc.	F.	T.	S. Fr.	B.	1,090
1261	Sparta	Public High School	1872	Sch.	F.	D.	S. Fr.	B.	1,150
1262	Springfield	Academy of Our Lady of the Sacred Heart.*	.....	Sch.	F.	C.	S.	B.	1,000
1263	.....do.....	Bettie Stuart Library	1868	Sch.	F.	C.	Fr.	R.	2,000
1264	.....do.....	Evangelical Lutheran Sem...	1874	Theo.	O.	C.	Fr.	B.	5,000
1265	.....do.....	Lincoln Library	1887	Gen.	O.	T.	F.	B.	56,883
1266	.....do.....	St. Joseph's Ursuline Acad.	1868	Sch.	F.	C.	Fr.	R.	1,500
1267	.....do.....	Supreme Court Library	1839	Law.	F.	T.	F.	R.	16,000
1268	.....do.....	State Historical Library	1889	State.	F.	T.	Fr.	R.	14,747
1269	.....do.....	State Library	1839	State.	F.	T.	Fr.	R.	39,700
1270	.....do.....	State Museum of Nat. Hist.	1858	Sci.	F.	T.	Fr.	R.	1,500
1271	Spring Valley	Public Library	1892	Gen.	F.	T.	F.	B.	3,000
1272	Sterling	Public Library	1875	Gen.	F.	T.	F.	B.	10,522
1273	Streator	Public Library	1889	Gen.	O.	T.	F.	B.	9,207
1274	.....do.....	Township High School.	.....	Sch.	F.	T.	F.	B.	1,803
1275	Sycamore	Public Library	1891	Gen.	R.	T.	F.	B.	4,221
1276	.....do.....	Public School .....	.....	Sch.	F.	T.	Fr.	R.	1,050
1277	.....do.....	Waterman Hall	1889	Sch.	F.	C.	Fr.	B.	3,000
1278	Taylorville	Public Library	1900	Gen.	O.	T.	F.	P.	1,897
1279	Tolona	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,200
1280	Teutopolis	St. Joseph's College	1861	Col.	F.	C.	Fr.	B.	5,000
1281	Tuscola	Public Library	1898	Gen.	R.	T.	F.	B.	1,996
1282	Upper Alton	Shurtleff College	1827	Col.	F.	C.	S. Fr.	B.	10,000
1283	.....do.....	Shurtleff Divinity School (Baptist).	.....	Theo.	F.	C.	Fr.	R.	3,000
1284	Urbana	Champaign County Teachers and Pupils' Library.	1890	Sch...	F.	D.	Fr.	B.	3,220
1285	.....do.....	Free Library	1872	Gen.	F.	T.	F.	B.	12,397
1286	.....do.....	University of Illinois.	1867	Col.	O.	T.	F.	B.	57,594
1287	.....do.....	College of Law .....	.....	Law.	F.	T.	Fr.	R.	2,275
1288	.....do.....	State Laboratory of Nat- ural History.	.....	Sci.	F.	T.	Fr.	B.	5,000
1289	Vandalia	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
1290	Vermilion	Vermilion Academy .....	.....	Sch.	F.	C.	Fr.	B.	1,000

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
1291	Virginia	Public School	1891	Sch...	F.	T.	F.	B.	1,400
1292	Warsaw	Free Public Library	1872	Gen.	R.	T. D.	F.	B.	5,626
1293	Watseka	Public Library	1898	Gen.	R.	T.	F.	B.	2,958
1294	Waukegan	Public High School	1890	Sch.	F.	T.	Fr.	C.	1,399
1295	do.....	Public Lib. and Read. Room.	1898	Gen.	O.	T.	F.	B.	5,138
1296	Wenona	Bond Library		Gen.	R.	D.	F.	B.	1,398
1297	Westfield	Westfield College	1870	Col.	F.	C.	S. Fr.	R.	2,000
1298	Wheaton	Adams Memorial Library	1891	Gen.	O.	C.	F.	B.	3,800
1299	do.....	Public High School		Sch.	F.	D.	Fr.	B.	1,000
1300	do.....	Wheaton College	1860	Col.	F.	C.	F.	B.	3,720
1301	Whitehall	Public School	1875	Sch.	F.	T.	Fr.	R.	1,500
1302	Wilmette	Public Library	1901	Gen.	R.	T.	F.	C.	2,342
1303	Winnetka	Free Public Library	1885	Gen.	F.	T.	F.	B.	4,000
1304	Woodstock	Public Library	1877	Gen.	F.	T.	F.	B.	3,500
1305	do.....	Todd Seminary for Boys	1848	Sch.	F.	C.	Fr.	R.	2,000
1306	Yates City	School and Public Library *	1878	Gen.	F.	C.	F.	B.	1,912
	INDIANA.								
1307	Albion	Public High School	1890	Sch...	F.	T.	Fr.	B.	1,372
1308	Alexandria	Public High School		Sch.	F.	T.	Fr.	B.	2,342
1309	Anderson	Public Library	1894	Gen.	R.	T.	F.	B.	9,885
1310	Attica	Public Library	1885	Gen.	O.	T.	F.	B.	2,000
1311	Auburn	Public High School	1888	Sch.	F.	T. D.	Fr.	B.	1,000
1312	Aurora	Public Library	1882	Gen.	F.	T.	F.	B.	3,500
1313	Batesville	Public High School		Sch.	F.	T.	Fr.	B.	1,000
1314	Bedford	Public Library	1898	Gen.	O.	T.	F.	B.	6,244
1315	Bloomfield	Public School		Sch.	F.	T.	F.	C.	1,000
1316	Bloomington	Working Men's Institute		Sch.	F.	C.	Fr.	R.	1,500
1317	Bloomington	Indiana University	1820	Col.	O.	T.	Fr.	B.	45,360
1318	do.....	School of Law		Law	F.	T.	Fr.	R.	4,000
1319	do.....	Monroe County Library	1850	Sch.	F.	D.	S. Fr.	B.	2,000
1320	Bluffton	Public High School		Sch.	F.	T.	Fr.	B.	1,000
1321	do.....	Public Library	1893	Gen.	F.	T.	F.	B.	9,000
1322	Borden	Borden Institute	1885	Sch.	F.	C.	Fr.	R.	3,000
1323	Brazil	Public Library	1880	Gen.	R.	T.	F.	C.	7,000
1324	Bremen	Public School		Sch.	F.	T. D.	F.	B.	1,000
1325	Brookville	Township Library *		Sch.	F.	T.	F.	R.	1,000
1326	Cambridge City	Public High School	1880	Sch.	F.	T.	Fr.	R.	1,800
1327	Cannelton	City Library	1896	Gen.	F.	T.	F.	C.	1,726
1328	Charlestown	Public High School *		Sch.	F.	T.	Fr.	B.	2,511
1329	do.....	Township Library		Gen.	R.	T.	F.	C.	1,500
1330	Cicero	Public School	1897	Sch.	F.	C.	S. Fr.	B.	1,000
1331	Collegeville	St. Joseph's College	1891	Sch.	F.	D.	Fr.	R.	3,000
1332	Columbia City	People's Free Library	1901	Gen.	R.	C.	F.	B.	8,500
1333	do.....	Public School		Sch.	F.	T.	Fr.	B.	5,545
1334	Columbus	Public High School *	1887	Sch.	F.	T.	F.	R.	5,000
1335	do.....	Public Library	1897	Gen.	O.	T.	F.	B.	6,123
1336	Corydon	Ohio Valley Normal School	1896	Sch.	F.	T. C.	Fr.	B.	4,200
1337	do.....	Public School		Sch.	F.	T.	F.	R.	1,000
1338	Crawfordsville	Carnegie Public Library	1898	Gen.	O.	T.	F.	B.	5,000
1339	do.....	Wabash College	1832	Col.	O.	C.	Fr.	B.	38,500
1340	Crownpoint	High School	1880	Sch.	F.	T.	F.	B.	1,200
1341	Culver	Military Academy	1896	Sch.	F.	C.	Fr.	B.	2,248
1342	Danville	Central Normal College	1876	Sch.	F.	C.	Fr.	R.	2,000
1343	do.....	Public Library	1903	Gen.	O.	T.	F.	B.	1,700
1344	Decatur	Public School (The Jefferson) *	1890	Sch.	F.	T.	F.	B.	2,000
1345	Delphi	Public High School *		Sch.	F.	T.	F.	B.	2,000
1346	do.....	Public Library	1897	Gen.	F.	T.	F.	B.	3,000
1347	Dublin	Public School	1870	Sch.	F.	T.	F.	B.	2,200
1348	Edinburg	High School	1892	Sch.	F.	C.	Fr.	R.	1,200
1349	Elkhart	Public School	1882	Sch.	F.	T.	Fr.	R.	5,442
1350	do.....	Elkhart Institute		Sch.	F.	C.	Fr.	B.	1,000
1351	Elwood	Public Library	1899	Gen.	F.	T.	F.	B.	4,250
1352	Evansville	Evansville Law Library *	1892	Law	F.	C.	S.	R.	2,250
1353	do.....	Public High School		Sch.	F.	T.	Fr.	B.	2,500
1354	do.....	Vanderburgh County Library		Gen.	F.	T.	F.	C.	4,000

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	INDIANA—cont'd.								
1355	Evansville	Willard Library	1885	Gen ..	O.	C.	F.	B.	28,238
1356	Fairmount	Fairmount Acad. and Nor. Sch.		Sch ..	F.	C.	Fr.	B.	2,000
1357	Farmland	Public School		Sch ..	F.	T.	Fr.	R.	1,163
1358	Fort Wayne	Concordia College	1846	Col ..	O.	C.	Fr.	B.	1,000
1359	do.	Public High School		Sch ..	F.	T.	Fr.	B.	5,000
1360	do.	Public Library	1893	Gen ..	O.	T.	F.	B.	16,767
1361	do.	Railroad Dept. Y. M. C. A. ..	1884	Y. M.	F.	C.	S. Fr.	B.	2,900
1362	do.	St. Augustine's Academy		Sch ..	F.	C.	Fr.	B.	5,000
1363	Frankfort	Public High School	1892	Sch ..	F.	T.	Fr.	B.	2,100
1364	do.	Public Library	1880	Gen ..	F.	T.	F.	B.	2,426
1365	Franklin	Franklin College	1844	Col ..	O.	C.	S. Fr.	B.	14,500
1366	Goshen	Goshen College	1894	Sch ..	F.	C.	Fr.	B.	1,000
1367	do.	Public High School	1890	Sch ..	F.	T.	Fr.	B.	4,000
1368	Greencastle	Carnegie Library	1891	Gen ..	O.	T.	F.	B.	7,148
1369	do.	De Pauw University	1813	Col ..	F.	C.	Fr.	R.	24,500
1370	do.	Public High School*		Sch ..	F.	T.	F.	B.	6,824
1371	Greenfield	Public Library	1898	Gen ..	F.	T.	F.	B.	3,500
1372	Greensburg	Carnegie Library		Gen ..	O.	T.	F.	B.	2,000
1373	do.	Public School	1901	Sch ..	F.	T.	Fr.	B.	1,172
1374	Hammond	Public School	1887	Sch ..	F.	T.	Fr.	R.	1,479
1375	Hanover	Hanover College	1828	Col ..	O.	C.	Fr.	B.	13,000
1376	do.	Philalethian Lit. Soc.	1828	C. Soc.	F.	C.	F.	C.	1,500
1377	do.	Union Literary Society* ..	1834	C. Soc.	F.	C.	S.	R.	1,300
1378	Hartford City	Public Library	1897	Gen ..	O.	T.	F.	B.	1,500
1379	Huntington	City Free Library		Gen ..	O.	T.	F.	B.	13,000
1380	Indianapolis (Ir- vington)	Butler College (Bona Thomp- son Memorial Library)	1902	Col ..	O.	C.	Fr.	R.	11,000
1381	Indianapolis	Central Col. of Physicians and Surgeons (Clark Lib.).*	1879	Med ..	F.	C.	Fr.	R.	2,000
1382	do.	Central Indiana Hospital for Insane	1848	Asy...	F.	T.	Fr.	R.	3,210
1383	do.	Indiana Historical Society	1831	Hist ..	F.	C.	Fr.	R.	2,000
1384	do.	Ind. Industrial Sch. for Girls.	1901	Sch ..	F.	T.	Fr.	R.	1,000
1385	do.	Indiana Institution for Edu- cation of the Blind	1817	Asy...	F.	T.	Fr.	C.	1,800
1386	do.	Ind. Kindergarten and Pri- mary Normal Training Sch.	1884	Sch...	F.	C.	Fr.	B.	1,634
1387	do.	Indiana Law School	1894	Law ..	R.	C.	Fr.	R.	1,500
1388	do.	Indianapolis Bar Association ..	1878	Law ..	F.	C.	S.	B.	8,000
1389	do.	Indianapolis College of Law ..		Law ..	F.	C.	Fr.	R.	1,500
1390	do.	Institution for the Education of the Deaf		Asy...	F.	T.	Fr.	B.	3,364
1391	do.	Knickerböcker Hall*		Sch ..	F.	C.	S.	R.	1,500
1392	do.	Law Building Library	1899	Law ..	F.	C.	Fr.	R.	5,000
1393	do.	Manual Training High Sch.	1895	Sch ..	F.	T.	Fr.	R.	3,400
1394	do.	Marion County Library	1847	Gen ..	F.	T. C.	F.	C.	5,200
1395	do.	Public Library	1873	Gen ..	O.	T.	F.	B.	101,534
1396	do.	Shortridge High School	1889	Sch ..	F.	T.	Fr.	R.	6,500
1397	do.	State Law Library	1867	Law ..	F.	T.	F.	R.	33,672
1398	do.	State Library	1825	State ..	F.	T.	F.	B.	35,021
1399	Jeffersonville	Indiana Reformatory Library ..		Asy...	F.	T.	Fr.	R.	3,000
1400	do.	Jeffersonville Township Pub- lic Library	1900	Gen ..	O.	T.	F.	B.	2,800
1401	Kendallville	Public School	1890	Sch ..	F.	T.	F.	B.	1,500
1402	Knightstown	Indiana Sailors and Soldiers' Orphans' Home	1890	State ..	F.	T.	Fr.	B.	1,969
1403	Kokomo	Public High School	1889	Sch ..	F.	T.	Fr.	R.	1,000
1404	do.	Public Library	1885	Gen ..	O.	T.	F.	B.	9,830
1405	Lafayette	Public Library	1882	Gen ..	O.	T.	F.	B.	1,903
1406	do.	Purdue University	1875	Col ..	F.	C.	F.	B.	12,206
1407	Laketon	Public School		Sch ..	F.	T.	Fr.	B.	1,000
1408	Laporte	Public Library	1862	Gen ..	O.	T.	F.	B.	10,000
1409	do.	Public School	1856	Sch ..	F.	T.	F.	B.	5,400
1410	do.	St. Rose's Academy		Sch ..	F.	C.	Fr.	R.	1,000
1411	Lawrenceburg	Public School		Sch ..	F.	T.	S.	R.	1,750
1412	Lebanon	Public High School*		Sch ..	F.	T.	F.	B.	1,000
1413	Lima	Howe School		Sch ..	F.	C.	Fr.	B.	2,000

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
2,000	500	67,776						\$60,000	M. O. Goslee.....	1355
	59									1356
					\$100	\$150				1357
										1358
	2,193	50,809	\$11,047			12,131			Margaret M. Colerick ..	1359
200	20	745								1360
										1361
										1362
										1363
78										1364
1,000	500					600		20,000	E. S. Gardiner ..	1365
	200								C. H. Smith ..	1366
										1367
350	51	17,575		\$1,250		16,250			Belle S. Hanna ..	1368
	600				1,200	1,200			Martha B. Longden ..	1369
			1,000							1370
						1,018			Manie Handy ..	1371
								15,000		1372
94	67	2,932	250			252			Bessie Montfort ..	1373
	224	3,876								1374
3,000	300	1,800				350			Leila Garritt ..	1375
	2	175							Dean C. Hill ..	1376
			1,500			80				1377
	300	29,136				1,500		15,000	Miss Lyle Harter ..	1378
	500					43,950		25,000	Retta Barnhill ..	1379
								43,000		1380
1,000	25									1381
										1382
3,000										1383
										1384
400	50			500		500			C. R. Strickland ..	1385
	49	909								1386
										1387
										1388
										1389
										1390
500	50					757			Gertrude Humann ..	1391
						175	\$2,000			1392
8,500	5,148	2,000		75	100	50,800		152,000	L. R. Blalock ..	1393
		267,295		50,000					Eliza G. Browning ..	1394
									Mabel Morgan ..	1395
	672			2,000		3,100				1396
1,513										1397
		28,000		500		500			W. E. Hern ..	1398
150	490	16,305	585		51	659			J. V. Clark ..	1399
									Bertha F. Poindexter ..	1400
	20	1,200		25		25			D. A. Lambright ..	1401
	802			300		600			Belle Roberts ..	1402
18		675							Anna B. Ward ..	1403
560	599	40,142	1,800			1,852			Eva M. Fitzgerald ..	1404
										1405
800	909	74,345	4,249			4,414			Virginia Stein ..	1406
3,000	2,400	5,000								1407
600	561	22,965	1,800			1,874		10,000	Jennie B. Jessup ..	1408
	256					200			John A. Wood ..	1409
										1410
		1,600								1411
200	50					125				1412
500	100	1,030								1413

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
INDIANA—cont'd.								
1414 Logansport	Public Library	1894	Gen ..	O.	T.	F.	B.	14,000
1415 Madison	Public Library	1888	Gen ..	R.	T.	F.	B.	8,000
1416 Marion	Marion College	1897	Sch ..	F.	C.	F.	B.	3,460
1417 ..do.	National Home for Disabled Volunteer Soldiers (Harris Library)	1891	Gov ..	F.	T.	F.	B.	3,250
1418 ..do.	Public Library	1888	Gen ..	O.	T.	F.	B.	10,452
1419 Martinsville	Public School	1888	Sch ..	F.	T.	Fr.	B.	1,300
1420 Merom	Union Christian College	1880	Col ..	F.	C.	Fr.	B.	2,500
1421 Michigan City	Public Library	1896	Gen ..	O.	T.	Fr.	B.	2,249
1422 ..do.	St. Mary's High School	1885	Sch ..	F.	C.	Fr.	B.	2,000
1423 ..do.	State Prison Library	1885	Asy ..	F.	T.	Fr.	C.	2,500
1424 Middletown	Public High School	1895	Sch ..	F.	T.	F.	B.	1,450
1425 Mishawaka	Annex Christian Assoc. Lib.	1903	Y. M. ..	F.	T.	S. Fr.	B.	1,100
1426 ..do.	Public High School	1890	Sch ..	F.	T.	F.	C.	1,750
1427 Montpelier	Public School	1896	Sch ..	F.	T. D.	F.	B.	3,100
1428 Moores Hill	Moores Hill College	1854	Col ..	F.	C.	S.	B.	5,000
1429 Mooresville	Public High School	1888	Sch ..	F.	T.	Fr.	R.	1,000
4430 Mt. Vernon	Alexandrian Free Public Lib.	1895	Gen ..	F.	T.	Fr.	B.	5,000
4431 Muncie	Public Library	1875	Gen ..	O.	T.	Fr.	B.	14,814
4432 New Albany	De Pauw College*	1885	Sch ..	F.	C.	Fr.	R.	2,300
4433 ..do.	New Albany Township Lib.	1888	Gen ..	F.	T.	F.	B.	1,014
4434 ..do.	Public Library	1883	Gen ..	O.	T.	F.	C.	11,096
4435 Newcastle	Public High School	1888	Sch ..	F.	T.	Fr.	B.	1,550
4436 New Harmony	Workingmen's Institute	1888	Gen ..	O.	C.	F.	B.	16,299
4437 Noblesville	Public High School	1888	Sch ..	F.	T.	Fr.	B.	1,500
4438 ..do.	Public Library	1900	Gen ..	R.	T.	F.	C.	1,500
4439 North Manchester	Public High School	1888	Sch ..	F.	T.	Fr.	B.	1,591
4440 Notre Dame	St. Mary's Academy	1855	Sch ..	F.	C.	S.	B.	5,000
4441 ..do.	Univ. of Notre Dame (S. Lib.)	1856	Col ..	F.	C.	S. Fr.	B.	70,000
4442 ..do.	Law Department	1888	Law ..	F.	C.	Fr.	R.	7,000
4443 Oakland	Oakland City College*	1888	Sch ..	F.	C.	Fr.	B.	4,000
4444 Oldenburg	Immaculate Conception Acad.	1876	Sch ..	F.	C.	Fr.	R.	2,600
4445 Orland	Joyce Public Library	1902	Gen ..	O.	C.	F.	B.	2,000
4446 Ossian	Public School	1893	Sch ..	F.	T.	F.	B.	1,000
4447 Pennville	Public High School	1888	Sch ..	F.	T.	Fr.	B.	1,425
4448 Peru	Public Library	1896	Gen ..	O.	T.	F.	B.	4,352
4449 Plainfield	Central Academy*	1888	Sch ..	F.	C.	S.	B.	1,000
4450 ..do.	Indiana Reform Sch. for boys	1868	Asy ..	F.	D.	Fr.	C.	2,500
4451 Plymouth	Public Library	1880	Gen ..	F.	T.	F.	B.	8,023
4452 Portland	Public High School	1880	Sch ..	F.	T.	Fr.	R.	1,000
4453 ..do.	Public Library	1898	Gen ..	O.	T.	F.	B.	1,584
4454 Princeton	Public Library	1880	Gen ..	O.	T.	F.	B.	7,000
4455 Redkey	Public High School	1888	Sch ..	F.	T.	Fr.	B.	1,000
4456 Remington	Public School	1890	Sch ..	F.	T.	F.	R.	1,000
4457 Rensselaer	Jasper Public Library	1889	Gen ..	F.	T.	F.	B.	2,785
4458 ..do.	Public High School	1872	Sch ..	F.	T.	Fr.	B.	2,000
4459 ..do.	Public School	1885	Sch ..	F.	T.	F.	B.	1,537
4460 Richmond	Earlham College	1847	Col ..	O.	C.	Fr.	B.	12,724
4461 ..do.	Ionian Society	1871	C. Soc. ..	F.	C.	Fr.	B.	1,658
4462 ..do.	Phoenix Band Society	1878	C. Soc. ..	F.	C.	Fr.	B.	1,066
4463 ..do.	Law Library Association	1897	Law ..	F.	C.	S.	R.	3,000
4464 ..do.	Morrison Reeves Library	1864	Gen ..	O.	T.	F.	B.	29,404
4465 ..do.	Public High School	1888	Sch ..	F.	T.	Fr.	B.	1,000
4466 Rising Sun	Mahlon Brown Library	1899	Sch ..	F.	D.	Fr.	R.	1,326
4467 Rochester	Rochester Normal Univ*	1895	Sch ..	F.	C.	Fr.	B.	1,050
4468 Rockport	Public School	1888	Sch ..	F.	T.	Fr.	B.	1,000
4469 Rockville	Public School	1870	Sch ..	F.	T.	Fr.	B.	1,500
4470 Rushville	F. B. Johnson & Co.'s Lib*	1898	Gen ..	R.	C.	S.	B.	1,500
4471 St. Marys	St. Mary's-of-the-Woods	1840	Sch ..	F.	C.	Fr.	R.	6,000
4472 St. Meinrad	St. Anselm's Library	1854	Gen ..	O.	C.	Fr.	B.	16,000
4473 Seymour	Public High School*	1888	Sch ..	F.	T.	F.	B.	1,000
4474 ..do.	Public Library	1895	Gen ..	R.	T.	S. Fr.	B.	2,250
4475 Shelbyville	Carnegie Public Library	1897	Gen ..	O.	T.	F.	B.	5,935
4476 ..do.	Public High School*	1888	Sch ..	F.	T.	F.	B.	3,000
4477 Sheridan	Public Library	1898	Gen ..	F.	T.	F.	B.	2,500
4478 South Bend	Northern Indiana Hist. Soc.	1895	Hist ..	F.	C.	F.	R.	2,734

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	INDIANA—cont'd.								
1479	South Bend	Public High School	1881	Sch	F.	T.	Fr.	B.	2,075
1480	.....do.....	Public Library	1888	Gen	O.	T.	F.	B.	10,561
1481	.....do.....	St. Joseph County Teachers' Library.	1882	Sch	F.	T.	S. Fr.	B.	1,250
1482	.....do.....	Y. M. C. A. Library *	1883	Y. M.	O.	C.	S.	B.	1,000
1483	Spiceland	Spiceland Academy	1870	Sch	F.	C.	F.	B.	3,000
1484	Terre Haute	Indiana State Normal Sch.	1889	Sch	O.	T.	S. Fr.	B.	33,219
1485	.....do.....	Public Library	1882	Gen	O.	T.	F.	B.	20,000
1486	.....do.....	Rose Polytechnic Institute.	1883	Col	F.	C.	Fr.	B.	10,000
1487	Tipton	Public High School	1885	Sch	F.	T.	Fr.	B.	1,760
1488	.....do.....	Public Library	1902	Gen	O.	T.	F.	B.	1,284
1489	Union City	Stone Library * .....	.....	Sch	F.	T.	F.	B.	1,112
1490	Union Mills	Union High School*	.....	Sch	F.	T.	F.	B.	1,500
1491	Upland	Taylor Univ. (Mooney Lib.)	1893	Col	F.	C.	F.	B.	4,500
1492	.....do.....	Reade Theol. Sem. (M.E.)	.....	Theo	F.	C.	Fr.	R.	1,200
1493	Valparaiso	Normal College	1873	Sch	F.	C.	F.	B.	10,000
1494	.....do.....	Public High School	1880	Sch	F.	T.	Fr.	R.	2,000
1495	Vincennes	St. Francis Xavier Cathedral Library.	1800	Theo	O.	C.	Fr.	R.	10,000
1496	.....do.....	Vincennes University	1803	Sch	F.	C.	F.	R.	7,000
1497	Wabash	Carnegie Library	1901	Gen	O.	T.	F.	B.	4,618
1498	Warsaw	Carnegie Public Library	1885	Gen	F.	T.	F.	C.	8,000
1499	Washington	Carnegie Public Library .....	.....	Gen	O.	T.	F.	B.	3,200
1500	.....do.....	Public High School	1880	Sch	F.	T.	F.	B.	2,050
1501	Westfield	Public High School	1877	Sch	F.	D.	F.	R.	1,000
1502	Winamac	Public Library	1899	Gen	F.	T.	F.	C.	1,000
1503	Winchester	Randolph Co. Law Library*	1883	Law	F.	C.	S.	R.	3,000
	INDIAN TERRITORY.								
1504	Atoka	Knights of Pythias Pub. Lib.	1900	Soc	R.	C.	F.	R.	1,000
1505	Bacone	Indian University	1884	Col	F.	C.	Fr.	B.	1,500
1506	Muscogee	Henry Kendall College	1898	Col	F.	C.	S. Fr.	B.	1,200
1507	Tahlequah	Cherokee Male Seminary	1866	Sch	F.	T.	Fr.	B.	1,000
1508	.....do.....	Cherokee National Library .....	.....	Gen	F.	T.	F.	R.	4,500
	IOWA.								
1509	Ackley	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,000
1510	Algona	Free Public Library	1899	Gen	R.	T.	F.	B.	4,310
1511	Alta	Public High School .....	.....	Sch	F.	T.	S. Fr.	R.	1,600
1512	Ames	Iowa State College	1869	Col	F.	T.	Fr.	B.	17,000
1513	Anamosa	Public Library	1903	Gen	O.	T.	F.	B.	2,052
1514	.....do.....	State Penitentiary Library	1898	Asy	F.	T.	Fr.	R.	6,695
1515	Atlantic	J. K. Powers Memorial Lib.	1889	O. F.	F.	C.	S. Fr.	B.	2,300
1516	Audubon	Columbian Library	1893	Soc	F.	C.	S. Fr.	B.	1,300
1517	Avoca	Public Library	1899	Gen	F.	C.	Fr.	B.	1,000
1518	Bloomfield	Southern Iowa Normal Sch.	1871	Sch	F.	C.	Fr.	B.	1,000
1519	Boone	Ericson Free Public Library	1889	Gen	O.	T.	F.	B.	8,573
1520	.....do.....	Public High School	1879	Sch	F.	T.	Fr.	B.	3,100
1521	Brooklyn	Public High School	1892	Sch	F.	D.	F.	B.	1,310
1522	Burlington	Free Public Library	1885	Gen	O.	T.	F.	B.	24,769
1523	.....do.....	Public High School*	1883	Sch	F.	T.	F.	R.	2,000
1524	Carroll	Public Library	1894	Gen	R.	T.	F.	B.	1,815
1525	Cedar Falls	Public Library	1878	Gen	O.	T.	F.	B.	7,537
1526	.....do.....	State Normal School	1876	Sch	F.	T.	Fr.	B.	15,300
1527	Cedar Rapids	Boheannan Reading Society.	1863	Soc	R.	C.	F.	B.	12,000
1528	.....do.....	Coe College	1881	Col	F.	C.	F.	B.	3,776
1529	.....do.....	Free Public Library	1897	Gen	R.	T.	F.	B.	10,708
1530	.....do.....	Iowa Masonic Library	1814	Mas	O.	C.	F.	R.	20,000
1531	.....do.....	St. Joseph's Academy	1875	Sch	F.	C.	Fr.	R.	1,025
1532	.....do.....	Washington High School .....	.....	Sch	F.	T.	Fr.	B.	1,500
1533	.....do.....	Y. M. C. A. Library .....	.....	Y. M.	F.	C.	S. Fr.	B.	2,000
1534	Centerville	Drake Free Public Library	1902	Gen	O.	T.	F.	B.	4,535
1535	Central City	John C. Clegg	1895	Gen	R.	T.	Fr.	B.	1,600
1536	Chariton	Free Public Library	1898	Gen	R.	T.	F.	B.	1,713
1537	Charles City	Charles City College	1891	Col	F.	C.	Fr.	B.	1,840

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	72	4,320							Thilka Sack	1479
	189	33,523							Virginia Tutt	1480
		1,050							Wm. Clem	1481
2,100	6					\$70				1482
1,500	2,118	43,654		\$3,475		12,193		\$75,000	Homer H. Cooper	1483
	788	58,000	\$4,228			6,303			Arthur Cunningham	1484
									Leatha M. Paddock	1485
									F. P. Wadleigh	1486
250	100			100		100				1487
	440	12,834	800			800	\$1,300		Mrs. Sam Matthews	1488
300	12	400								1489
200	25	500								1490
1,000	400								W. W. Herrington	1491
										1492
3,000									O. P. Kinsey	1493
										1494
200								1,500		1495
2,000									Grace Egeler	1496
326	518	15,778		2,000		2,051		25,000	Miss D. Henley	1497
	300	12,000	412			417				1498
50		14,122	2,400			2,400		22,000	Annie H. Gibson	1499
200	100	5,756	200			279				1500
175	70								Irvin Stanley	1501
	188	2,761	154			156			W. H. Kelly	1502
1,000	100					600				1503
						25			D. N. Linebaugh	1504
	130					80			Ella M. Hayes	1505
3,000	100					72			E. M. Patterson	1506
				50		50			Clarence Markham	1507
200									J. T. Parks	1508
50	210	16,060	900			1,032			Mrs. L. M. Horton	1509
150		750				80			Willis J. Bell	1510
	1,800					4,900			Vina E. Clark	1511
									Cornelia McCarn	1512
		20,965				905				1513
1,650	50	50				7			W. B. Martin	1514
									Elizabeth Davis	1515
		2,487				191			M. S. Consigny	1516
100	400									1517
1,600	1,655	11,439	1,748			2,283		12,000	Bessie Moffatt	1518
	300					456				1519
128	141					124			Eugene Henely	1520
5,000	1,719	62,287	6,491			7,521		60,000	Miriam E. Carey	1521
250	45									1522
48	158	5,460	780			780			Martha H. Bangs	1523
900	596	14,570	2,702			2,721				1524
1,859	1,456	22,550		3,500		3,902				1525
		500							Anna M. Baker	1526
	99	1,620			\$25	494			Frank Kurka	1527
4,500	500								Harriet Wood	1528
400	1,981	49,427				3,000		50,000		1529
									Newton R. Parvin	1530
										1531
										1532
	25	250							Chas. W. Donaldson	1533
		18,410	1,050			2,838		35,000	Linna Ullrich	1534
			125	45		250			Mrs. Howard Bliss	1535
	387	14,101	697			743			Margaret W. Brown	1536
845	36					61			A. L. Haines	1537

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building.	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
IOWA—continued.								
1533 Charles City	Free Public Library	1886	Gen ..	R.	T.	F.	B.	4,000
1533 Cherokee	Public Library	1899	Gen ..	R.	T.	F.	B.	3,418
1540 ..do.	Public School	1899	Sch ..	F.	T.	Fr.	B.	1,555
1541 Clarinda	State Hospital for Insane	1888	Asy ...	F.	T.	Fr.	R.	1,000
1542 Clearlake	Public Library	1890	Gen ..	O.	C.	S. Fr.	R.	1,885
1543 Clinton	Mt. St. Clare's Academy	1893	Sch ...	F.	C.	Fr.	C.	5,000
1544 ..do.	Public Library	1902	Gen ..	O.	T.	F.	B.	6,000
1545 ..do.	Public School	1885	Sch ...	R.	T.	S. Fr.	B.	6,034
1546 ..do.	Wartburg College	1868	Col ...	F.	C.	Fr.	B.	2,970
1547 Colfax	Free Public Library	1893	Gen ..	F.	T.	F.	B.	1,000
1548 College Springs	Amity College	1860	Col ...	F.	T.	S.	B.	1,500
1549 Columbus June	Public School	1860	Sch ...	F.	T.	F.	R.	1,000
1550 Corning	Corning Academy	1899	Sch ...	F.	C.	Fr.	B.	1,500
1551 ..do.	Free Public Library	1899	Gen ..	O.	T.	F.	B.	2,380
1552 Correctionville	Library Association	1899	Gen ..	R.	C.	S.	B.	1,202
1553 Council Bluffs	Free Public Library	1882	Gen ..	R.	T.	F.	B.	23,253
1554 ..do.	Iowa School for the Deaf	1878	Asy ...	F.	T.	Fr.	B.	3,500
1555 ..do.	St. Francis Academy	1871	Sch ...	F.	C.	Fr.	B.	2,500
1556 Creston	Creston Library	1875	Gen ..	F.	T.	F.	B.	2,800
1557 Davenport	Academy of Sciences	1867	Soc ...	O.	C.	Fr.	R.	6,215
1558 ..do.	Davenport Turngemeinde	1852	Sci ...	F.	C.	Fr.	B.	2,760
1559 ..do.	Immaculate Conception Acad	1856	Gen ..	F.	C.	Fr.	R.	4,000
1560 ..do.	James Grant Law Library *	1873	Law ..	F.	C.	S.	R.	12,000
1561 ..do.	Public High School	1873	Sch ...	F.	T. D.	Fr.	B.	2,396
1562 ..do.	Public Library	1900	Gen ..	O.	T.	Fr.	B.	11,650
1563 ..do.	St. Ambrose College	1885	Sch ...	F.	C.	S.	B.	5,000
1564 ..do.	St. Katharine's Hall	1875	Sch ...	F.	C.	Fr.	B.	1,800
1565 ..do.	Soldiers' Orphans' Home	1863	State ..	F.	T.	Fr.	R.	2,557
1566 Decorah	Decorah Institute	1874	Sch ...	F.	C.	Fr.	B.	1,500
1567 ..do.	Luther College	1861	Col ...	F.	C.	S. Fr.	B.	13,000
1568 Denison	Public School	1873	Sch ...	R.	T.	S. Fr.	B.	1,600
1569 Denmark	Denmark Academy	1843	Sch ...	F.	C.	F.	B.	2,000
1570 Des Moines	Des Moines College	1865	Col ...	F.	C.	S.	R.	4,770
1571 ..do.	Drake University	1884	Col ...	F.	C.	Fr.	B.	7,518
1572 ..do.	Iowa College of Law	1873	Law ..	F.	C.	Fr.	R.	1,200
1573 ..do.	East Side High School	1896	Sch ...	F.	T.	Fr.	B.	1,200
1574 ..do.	Free Traveling Lib. of Iowa	1896	State ..	R.	T.	F.	C.	10,979
1575 ..do.	Grand View College	1896	Sch ...	F.	C.	Fr.	R.	3,500
1576 ..do.	Highland Park College *	1896	Sch ...	F.	C.	Fr.	B.	5,000
1577 ..do.	Public Library	1869	Gen ..	O.	T.	F.	B.	31,487
1578 ..do.	State Board of Health	1880	State ..	F.	T.	Fr.	R.	2,500
1579 ..do.	State Horticultural Society	1866	Sci ...	F.	T.	Fr.	R.	1,075
1580 ..do.	State Library	1838	State ..	F.	T.	F.	R.	94,850
1581 ..do.	West Des Moines High School	1897	Sch ...	F.	T.	Fr.	B.	1,000
1582 De Witt	Public Library	1897	Gen ..	R.	T.	F.	B.	1,400
1583 Dubuque	Academy of Visitation	1897	Sch ...	F.	C.	S.	B.	1,500
1584 ..do.	Carnegie-Stout Free Public Library	1902	Gen ..	O.	T.	F.	B.	20,310
1585 ..do.	German Theological Semi-nary of the Northwest *	1897	Theo ..	F.	C.	F.	R.	4,500
1586 ..do.	Public High School	1897	Sch ...	F.	D.	Fr.	B.	1,700
1587 ..do.	St. Joseph's College	1873	Col ...	F.	C.	S.	B.	3,000
1588 ..do.	Wartburg Seminary	1854	Theo ..	F.	C.	Fr.	B.	6,900
1589 ..do.	Young Men's Library Association *	1856	Gen ..	R.	C.	S.	B.	17,500
1590 Dunlap	Public High School	1888	Sch ...	F.	T.	Fr.	R.	1,030
1591 Eldora	Industrial School for Boys	1875	Sch ...	F.	T.	Fr.	B.	1,520
1592 ..do.	Public Library	1878	Gen ..	O.	T.	F.	B.	2,800
1593 Elkader	Public High School	1897	Sch ...	F.	T.	Fr.	B.	1,000
1594 Emmetsburg	Public School	1883	Sch ...	F.	D.	F.	B.	1,897
1595 Epworth	Epworth Seminary	1883	Sch ...	F.	T.	F.	B.	2,000
1596 Estherville	Free Public Library	1880	Gen ..	O.	T.	F.	B.	2,200
1597 Exira	Public High School	1880	Sch ...	F.	T.	Fr.	B.	2,000
1598 Fairfield	Free Public Library	1853	Gen ..	O.	T.	F.	B.	18,619
1599 ..do.	Parsons College	1875	Col ...	F.	C.	Fr.	R.	1,000
1600 Fayette	Upper Iowa University	1857	Col ...	O.	C.	S.	R.	1,095
1601 Forest City	Public Library	1899	Gen ..	O.	T.	F.	B.	1,454

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States of 1,000 volumes and over in 1903—Continued.

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			Taxation.	Public ap- propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	300	12,500							Katharine R. Ellis
	646	10,655	\$778			\$842			Mrs. J. H. Burlingame ..
		1,000							Estella Boot
50	50			\$128		128			
1,000		300				200		\$1,300	Hannah Bowers
			3,000			3,000			
	57	5,084		889		940			Mrs. O. P. Bostwick
150	60	950			\$150	150			H. Kuhlmann
	203	5,014	456			486			Floretta Ogan
	30								
	300	2,225		25		179			Marshall C. Crouch
	300	10,011	639			709		2,000	
	111	2,670				142			Mrs. W. M. Wright
	426	51,584	3,507			3,802			Mary E. Dailey
	224	6,548		122	75	222			Sister M. Antonia
37,784	125				500	1,030	\$24,600		Gertrude Jay
	40	1,080				100			C. E. Harrison
									Ludwig Berg
1,000	300					559			
174									
	11,650	19,153	12,884			55,942		75,000	Marilla W. Freeman
1,000	50								Chas. V. Birkhiser
									Sister Esther
150	870								
3,400	1,205	4,946				462			Chr. A. Naeseth
600		331							Georgia W. McClellan ..
100	20								J. R. Childs
									Caroline E. Laird
		3,695							Mary A. Carpenter
500	40								
									P. P. Hornsyld
	1,486	137,078	15,258			15,902		256,524	
	20								
500	23								Wesley Greene
6,124	5,806			12,500		12,500			Johnson Brigham
	50	8,000							Elsie F. Saxton
	2,107	71,044	7,500			7,500		80,000	Bessie S. Smith
1,600	150								
300	75								Carrie Langworthy
1,500	100	2,000				150			John P. Carroll
	228	26,710	78			3,285			M. Fritschel
					35	35			E. O. Bronson
790	485	2,665		1,000		1,000			B. J. Miles
	560	12,590	1,000			1,000		10,000	Clara Estabrook
	168	1,624							H. E. Blackmar
1,800	25	449				86			Helen J. Hanna
	150	15,000		1,000		1,055			Sade M. Dave
	525	13,037	1,500			1,700		40,000	H. M. Dysart
									Kate Hibitt
	341	1,387				403			Perrie Hurd Alderson ..
	220	9,335	600			608		4,000	Pearl Bahner

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference; S, subscription; Fr, free; C, circulating; B, both.]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	IOWA—continued.								
1602	Fort Dodge	Free Public Library	1874	Gen ..	O.	T.	F.	B.	10,700
1603	do.	Public School	1882	Sch ..	F.	T.	Fr.	R.	1,800
1604	do.	Webster Co. Teachers' Library	1882	Sch ..	F.	C.	S.	B.	1,328
1605	Fort Madison	Cattermole Memorial Library	1893	Gen ..	O.	T.	F.	C.	6,000
1606	do.	State Penitentiary Library	1893	Asy ..	F.	T.	Fr.	B.	7,000
1607	Garner	Ladies' Library Association	1871	Gen ..	O.	C.	S. Fr.	C.	1,030
1608	Glenwood	Iowa Institution for Feeble- Minded Children	1896	Asy ..	F.	T.	Fr.	R.	1,200
1609	do.	Public Library	1896	Gen ..	F.	C.	Fr.	B.	1,500
1610	Greene	Library Association	1872	Gen ..	R.	C.	S. Fr.	R.	1,800
1611	Grinnell	Free Library	1894	Gen ..	O.	T.	F.	B.	7,000
1612	do.	Iowa College	1848	Col ..	O.	C.	F.	B.	29,652
1613	Grundy Center	W. C. T. U. Library	1895	Gen ..	F.	C.	S. Fr.	B.	1,000
1614	Hamburg	Public School	1886	Sch ..	F.	T.	S.	B.	2,100
1615	Hampton	Carnegie Hampton Pub. Lib.	1896	Gen ..	F.	T.	F.	B.	2,345
1616	Harlan	Public High School	1896	Sch ..	F.	T.	Fr.	B.	1,200
1617	do.	P. E. O. Public Library	1898	Gen ..	R.	C.	S. Fr.	B.	1,130
1618	Hawarden	Free Public Library	1901	Gen ..	O.	T.	F.	B.	1,000
1619	Hawkeye	Free Public Library	1898	Gen ..	F.	T.	F.	C.	1,150
1620	Holstein	Public High School	1898	Sch ..	F.	T.	Fr.	B.	1,269
1621	Hopkinton	Lenox College	1859	Col ..	O.	C.	S. Fr.	B.	3,850
1622	Hull	Hull Educational Institue	1885	Sch ..	F.	C.	Fr.	B.	2,000
1623	Humboldt	Humboldt College	1895	Sch ..	F.	C.	S. Fr.	B.	5,000
1624	Ida Grove	Public High School*	1895	Sch ..	F.	T.	Fr.	B.	1,181
1625	Independence	Free Public Library	1873	Gen ..	O.	T.	F.	B.	5,901
1626	Indianola	Public Library	1884	Gen ..	R.	T.	F.	B.	4,705
1627	do.	Simpson College	1867	Col ..	F.	C.	Fr.	B.	3,500
1628	Iowa City	Public High School	1896	Sch ..	F.	T.	Fr.	B.	1,100
1629	do.	Public Library	1897	Gen ..	O.	T.	F.	B.	6,854
1630	do.	State Historical Soc. of Iowa	1857	Hist ..	F.	T.	Fr.	R.	28,000
1631	do.	State University of Iowa	1857	Col ..	F.	T.	Fr.	B.	60,000
1632	do.	Law Library	1868	Law ..	F.	T.	S. Fr.	B.	11,240
1633	Iowa Falls	Ellsworth College	1890	Sch ..	F.	C.	Fr.	B.	1,500
1634	do.	Public Library	1896	Gen ..	R.	T.	F.	B.	2,113
1635	Jefferson	Public Library	1901	Gen ..	R.	T.	F.	B.	2,581
1636	Keokuk	I. O. O. F. Library	1877	O. F. ..	C.	Fr.	R.	3,500	
1637	do.	Public High School	1893	Sch ..	F.	T.	Fr.	B.	1,197
1638	do.	Public Library	1863	Gen ..	O.	C.	F.	B.	13,764
1639	Keosauqua	I. O. O. F. Library	1850	O. F. ..	C.	Fr.	R.	1,000	
1640	Kingsley	Library Association	1897	Gen ..	F.	C.	S.	C.	1,038
1641	Knoxville	Odd Fellow's Encampment Library .....	.....	O. F. ..	R.	C.	Fr.	C.	1,002
1642	do.	Public School .....	.....	Sch ..	F.	D.	Fr.	R.	1,500
1643	Lamoni	Graceland College	1894	Col ..	F.	C.	F.	R.	1,250
1644	do.	Reorganized Church of Lat- ter Day Saints	1865	Gen ..	F.	C.	F.	B.	3,000
1645	Leclair	Public School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
1646	Legrande	Palmer College (Summerbell Library) .....	.....	Col ..	F.	C.	F.	B.	1,000
1647	Lemars	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	2,856
1648	do.	Public Library	1876	Gen ..	O.	T.	F.	B.	4,417
1649	do.	Western Union College*	1900	Col ..	F.	C.	Fr.	R.	1,650
1650	Leon	Public Library	1901	Gen ..	F.	T. D.	F.	R.	1,587
1651	Lyons	Young Men's Association Lib.	1863	Gen ..	R.	C.	S. Fr.	B.	5,898
1652	McGregor	Public High School	1863	Sch ..	F.	T.	Fr.	B.	1,000
1653	Manchester	Free Public Library .....	.....	Gen ..	O.	T.	F.	B.	4,300
1654	Manson	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	2,000
1655	Maquoketa	Boardman Library Institute	1885	Gen ..	R.	C.	S. Fr.	B.	3,941
1656	Mareus	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
1657	Marengo	Public School	1894	Sch ..	F.	T.	Fr.	B.	1,800
1658	Marion	Free Public Library	1902	Gen ..	R.	C.	F.	B.	1,004
1659	Marshalltown	Iowa Soldiers' Home	1888	State ..	F.	T.	Fr.	B.	1,760
1660	do.	Public Library	1892	Gen ..	O.	T.	F.	B.	9,180
1661	do.	Public School	1892	Sch ..	F.	T.	Fr.	R.	3,500
1662	Mason City	Public Library	1888	Gen ..	O.	T.	F.	B.	3,491
1663	Maynard	Public High School	1885	Sch ..	F.	T.	F.	B.	1,000
1664	Missouri Valley	Free Public Library	1881	Gen ..	F.	T.	F.	B.	2,300

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

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			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
1,000	500	22,000							Jane M. Carpenter	1602
	250									1603
	180	850				\$100			A. L. Brown	1604
	344	39,675	\$2,085			2,165			Jennie Ingalls	1605
	1,100			\$900		900			A. H. Jessup	1606
	70	1,520				141		\$1,000	Lulu L. Lovell	1607
										1608
100	140	1,100		145		306			Mrs. C. H. Lyons	1609
300	100				\$72	97	\$1,200		Walter V. Greene	1610
	810	22,208	1,450			2,507		15,000	Mary E. Wheelock	1611
	1,268	8,100			2,720	62,720	13,000	23,000	M. H. Douglass	1612
	50	649				65	1,000		Stella G. Sargent	1613
	220	4,006		75		195			Etta Hoke	1614
		9,950	1,000			1,021	10,000		Carrie O. Barker	1615
										1616
368	188	2,625			301	388			Mrs. Chas. Booth	1617
	227	3,935	336			519			Jennie P. Smith	1618
	90	2,000	50	55		110			Albert Ridley	1619
1,000	336					215	11,385	8,500	Ella Kennedy	1620
										1621
									J. P. Peterson	1622
						130				1623
	251	14,509	1,075			1,075		15,000	Effie Jacobs	1624
	322	7,237	766			830			Hannah M. Babb	1625
	750	1,400				181				1626
										1627
	1,240	36,315	3,705	8,500		47,205			Adelaide C. Lloyd	1628
	2,899			9,664		10,286			Margaret Buckingham	1629
	3,199			4,400		4,400				1630
	520			1,200		1,200		10,000	Merton L. Ferson	1631
										1632
215	337	10,275	1,053			1,095				1633
	269	10,441	914			949			Ida B. K. Head	1634
	150	3,500							Jas. Whitfield	1635
									Bertha Reed Craig	1636
	642	50,397		2,000	836	2,953		10,000	Nannie P. Fulton	1637
	1								C. F. Henry	1638
	81					108			Percy Illif	1639
	150	2,295							Amanda Elliott	1640
										1641
600	75									1642
300	75								Richard C. Kelley	1643
										1644
2,000	400			43		43				1645
100	50	300			62	75			C. B. Fortner	1646
										1647
	377	13,935	1,257			1,312		12,500	Mollie E. Brown	1648
										1649
		7,400				278			Ida Brooks	1650
	160	12,100			180	581	3,000		Jeannette F. Balch	1651
										1652
1,000	256	11,000	930			1,130			Jennie Jones	1653
										1654
	203	5,450			227	438	5,000		Ida M. Simpson	1655
										1656
	300	5,000				300			C. H. Carson	1657
	133	9,447				521			Mary L. Parkhurst	1658
	220	13	8,960	155		155			Geo. Terry	1659
6,147	2,578	38,234	3,425			3,610		30,000		1660
										1661
370	205	18,348	2,067			2,892			Anna H. Chapin	1662
	25	200		40		40				1663
	175	8,981	165			181			Estelle Turner	1664

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
IOWA—continued.								
1665 Mitchellville.....	Industrial School (Girls' Dept.)	1886	Sch...	F.	T.	Fr.	B.	1,200
1666 Monticello.....	Free Public Library	1903	Gen...	O.	T.	F.	B.	3,000
1667 ..do.....	Public School	.....	Sch...	F.	T.D.	Fr.	B.	1,000
1668 Mount Pleasant...	Free Public Library	1872	Gen...	R.	T.	F.	B.	6,190
1669 ..do.....	German College	1873	Col...	F.	C.	Fr.	B.	1,020
1670 ..do.....	Iowa Hospital for Insane*	.....	Asy...	F.	T.	Fr.	B.	3,085
1671 ..do.....	Iowa Wesleyan University	1860	Col...	F.	C.	S.	B.	8,600
1672 Mount Vernon...	Cornell College	1854	Col...	F.	C.	F.	B.	23,251
1673 Muscatine.....	P. M. Musser Public Library	1901	Gen...	O.	T.	F.	B.	5,875
1674 Nashua.....	Free Public Library	1901	Gen...	R.	T.	F.	B.	1,000
1675 Nevada.....	Public Library	1876	Gen...	O.	T.	F.	B.	4,500
1676 Newton.....	Free Public Library	.....	Gen...	O.	T.	F.	B.	4,014
1677 Oakland.....	Public School	1901	Sch...	F.	T.	F.	R.	1,000
1678 Odebolt.....	Free Public Library	.....	Gen...	F.	T.	Fr.	B.	1,693
1679 Oelwein.....	Public School	1897	Sch...	F.	T.D.	Fr.	R.	1,400
1680 Onawa.....	Public Library	1903	Gen...	O.	T.	F.	B.	2,500
1681 Orange City.....	Northwestern Classical Acad.	.....	Sch...	F.	C.	F.	B.	3,200
1682 ..do.....	Public School	1890	Sch...	F.	T.D.	Fr.	R.	1,200
1683 ..do.....	Rapely Library	1883	Sch...	O.	C.	F.	R.	3,250
1684 Osage.....	Cedar Valley Seminary	1865	Sch...	F.	C.	S.	R.	3,000
1685 ..do.....	Sage Public Library	1875	Gen...	O.	T.	F.	B.	4,500
1686 Oskaloosa.....	Oskaloosa College*	1867	Col...	F.	C.	Fr.	B.	3,000
1687 ..do.....	Penn College	1873	Col...	F.	C.	S. Fr.	R.	5,000
1688 ..do.....	Public High School	.....	Sch...	F.	T.	Fr.	B.	1,000
1689 ..do.....	Public Library	1895	Gen...	O.	T.	F.	B.	3,200
1690 Ottumwa.....	Public High School	.....	Sch...	F.	T.	Fr.	R.	1,302
1691 ..do.....	Public Library	1900	Gen...	O.	T.	F.	B.	9,451
1692 Oxford.....	Masonic Library*	1852	Mas...	F.	C.	S.	B.	1,300
1693 Panora.....	Guthrie County High School	1876	Sch...	F.	T.	F.	R.	2,000
1694 Paton.....	Public Library	1898	Gen...	R.	T.	S.	C.	2,000
1695 Pella.....	Central University of Iowa	1853	Col...	F.	C.	S.	B.	6,000
1696 ..do.....	Public High School	.....	Sch...	F.	T.	Fr.	R.	1,000
1697 Perry.....	Perry Normal College	1898	Sch...	F.	C.	Fr.	B.	1,200
1698 Red oak.....	Public High School	1882	Sch...	F.	T.	Fr.	B.	1,500
1699 Rockford.....	Public School	1899	Sch...	F.	D.	Fr.	R.	1,400
1700 Rock Rapids.....	Public Library	1894	Gen...	O.	T.	F.	B.	3,400
1701 Sabula.....	Public High School*	.....	Sch...	F.	T.	Fr.	B.	1,010
1702 St. Ansgar.....	Public School	1900	Sch...	F.	T.	F.	B.	1,000
1703 Sanborn.....	Public School	.....	Sch...	F.	T.	Fr.	R.	1,000
1704 Sheldon.....	Public Library*	1895	Gen...	R.	T.	F.	B.	1,000
1705 ..do.....	Public School*	.....	Sch...	F.	T.	F.	B.	1,000
1706 Shenandoah.....	Western Normal College	1882	Sch...	F.	C.	Fr.	R.	2,100
1707 Sibley.....	Public School	.....	Sch...	F.	T.	Fr.	B.	1,200
1708 Sioux City.....	Morningside College	1895	Col...	F.	C.	Fr.	B.	5,000
1709 ..do.....	Public Library	1877	Gen...	O.	T.	F.	B.	17,323
1710 Spencer.....	Free Public Library	1880	Gen...	F.	T.	F.	B.	3,000
1711 ..do.....	Public School	.....	Sch...	F.	T.	Fr.	B.	3,000
1712 Spirit Lake.....	Public School	.....	Sch...	F.	D.	F.	R.	1,200
1713 Storm Lake.....	Buena Vista College	1891	Col...	F.	C.	S. Fr.	B.	4,000
1714 ..do.....	Public School	1898	Sch...	F.	T.	F.	B.	1,500
1715 Stuart.....	Free Public Library	1902	Gen...	R.	T.	F.	B.	1,051
1716 Sutherland.....	Gen. N. B. Baker Library	1874	Gen...	R.	C.	S. Fr.	B.	1,875
1717 ..do.....	Public School	.....	Sch...	F.	T.	F.	C.	1,200
1718 Tabor.....	Tabor College	1866	Col...	F.	C.	S. Fr.	B.	12,000
1719 Tama.....	Woman's Club	1893	Soc...	R.	C.	S.	B.	3,000
1720 Tipton.....	Free Public Library	1901	Gen...	O.	T.	F.	C.	1,873
1721 ..do.....	Public School	1890	Sch...	F.	D.	Fr.	B.	1,000
1722 Toledo.....	Public High School	.....	Sch...	F.	T.	Fr.	B.	1,100
1723 ..do.....	Western College	1856	Col...	F.	C.	S. Fr.	B.	3,237
1724 Trenton.....	Henry Co. Institute of Science	1869	Sci...	O.	C.	S.	C.	1,650
1725 Villisca.....	Public Library	1899	Gen...	F.	C.	S. Fr.	B.	1,935
1726 Vinton.....	Free Public Library	1902	Gen...	R.	T.	F.	B.	1,370
1727 ..do.....	Iowa College for the Blind	.....	Asy...	F.	T.	Fr.	B.	2,000
1728 ..do.....	Tilford Collegiate Academy	1883	Sch...	F.	C.	S. Fr.	B.	1,200
1729 Walnut.....	Public High School	1873	Sch...	F.	T.	F.	R.	1,300
1730 Washington.....	Jane A. Chilcote	1877	Gen...	O.	T.	Fr.	B.	6,000
1731 Waterloo.....	East Waterloo High School	1902	Sch...	F.	T.D.	Fr.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
3,000	300	760		\$2,045		\$13,845		\$10,000	Mary Marvin
	780			202		252			C. McCracken
679	540	15,907	\$1,129	2,000		4,239			Mrs. L. A. Jones
	120								.....
	380	1,229				470			M. Blanche Swan
	1,720	16,023				950			May L. Fairbanks
	1,275	42,965	2,000			3,122		32,000	.....
200	192	8,648		525		603			Fannie V. Eastman
1,000	300	8,204	1,500			1,640		10,000	Kate E. Thompson
	1,137	10,063	1,000			12,201		10,000	Belle E. Smith
	100					30			Mrs. Henry Cooper
	197	7,696	289			321			Mrs. E. P. Potteiger
	100					100			.....
	2,500					5,000		3,000	Maude E. Oliver
								
50	75	1,628	25			27			O. W. Herr
500	45	1,500				75	\$10,500	17,000	Phil. Soulen
1,000	75				\$14	149			Otis Wrigle
1,000	300	17,000	600			800			Ella M. Stacy
								
1,000									Rosa Lewis
	25								.....
	234	11,959	1,359			1,414		20,000	Priscilla Pickrell
								
	6,451	57,676	5,000		200	5,200		50,200	Mary E. Downey
500	100	200							.....
100	150		15			515			.....
									Nina G. Harris
	1,000					200			W. A. Young
1,000	200								.....
								
300		400							.....
100	240	4,000	576			656		1,000	Mrs. Forrest
				150					.....
	560					500			John P. Lund
24	40	1,200	25			25			.....
		3,520	293			299			.....
								
	700					350			L. H. Mattox
150	300	600				50			L. B. Parsons
									D. C. Hall
500	1,246	53,513	3,896			4,119		100,000	Mrs. R. A. Oberholtzer
100		14,000	850			1,000			Mrs. H. J. Brown
150	25			100		100			.....
		1,280							.....
250	600					500			Rev. Daniel Williams
	150	1,503		135		135			Grace Parsons
	451		400			400			Mrs. J. R. McMullin
	35					40			Roma Wheeler Woods
50		50							F. E. Tellier
6,300	350	900				500			Harriet King Avery
								
170	354	11,619	900			989			Anna Shaw Tates
						100			.....
								
	87					182			H. W. Ward
						25			Mrs. C. Morrison
	125	1,517				149			Miss Frankie J. Barker
	142	8,604	1,300			1,330			Mrs. J. R. Adams
	40								.....
200		500							.....
100	200				200	220			.....
	26	13,873	1,518			1,536		8,000	Miss N. J. Springer
100	400	250		309		400			F. H. Bloodgood

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6, Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building.	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
IOWA—continued.								
1732 Waterloo.....	Public Library	1898	Gen ..	R.	T.	F.	B.	8,000
1733 Waverly.....	Public Library	1895	Gen ..	R.	T.	F.	R.	1,750
1734 ..do.....	Public School*.....	1884	Sch....	F.	T.	F.	B.	1,200
1735 ..do.....	Wartburg Teachers' Seminary	1894	Sch....	F.	C.	F.	B.	1,207
1736 Webster City.....	Kendall Young Library.....	1898	Gen ..	O.	D.	F.	B.	5,578
1737 Westbranch.....	Scattergood Library*.....	1890	Gen ..	F.	C.	Fr.	R.	1,200
1738 West Liberty.....	Free Public Library.....	1895	Gen ..	R.	T.	F.	B.	1,695
1739 West Union.....	West Union Public School .....	.....	Sch....	F.	T.	Fr.	R.	1,000
1740 Wilton Junction..	German English College	1894	Theo ..	F.	C.	Fr.	B.	1,921
1741 Winterset.....	Public Library	1891	Gen ..	R.	T.	F.	B.	3,800
KANSAS.								
1742 Abilene.....	Public High School .....	.....	Sch....	R.	T.	Fr.	R.	1,400
1743 ..do.....	Public Library	1902	Gen ..	R.	C.	S. Fr.	B.	1,342
1744 Anthony.....	Public High School .....	.....	Sch....	F.	T.	Fr.	B.	1,000
1745 ..do.....	Public Library	1897	Gen ..	F.	T.	F.	B.	2,000
1746 Atchison.....	Firth Library	1871	O. F ..	F.	C.	Fr.	B.	1,200
1747 ..do.....	John A. Martin Memor'l Lib.	1888	Gen ..	F.	D.	Fr.	B.	1,200
1748 ..do.....	Midland College	1887	Col ..	F.	C.	F.	B.	7,785
1749 ..do.....	Public Library	1879	Gen ..	O.	C.	S. Fr.	B.	7,400
1750 ..do.....	St. Benedict's College	1858	Col ..	F.	C.	F.	B.	17,200
1751 ..do.....	Western Theological Sem	1895	Theo ..	F.	C.	Fr.	B.	3,000
1752 Baldwin.....	Baker University.....	1856	Col ..	F.	C.	S. Fr.	B.	11,235
1753 Belleplaine.....	Public School	1890	Sch....	F.	T.	Fr.	C.	1,000
1754 Belleville.....	Public School .....	.....	Sch....	F.	T.	F.	B.	1,000
1755 Beloit.....	Public School	1890	Sch....	F.	T.	Fr.	B.	2,000
1756 ..do.....	State Industrial Sch. for Girls.	.....	Sch....	F.	T.	Fr.	B.	1,373
1757 Blue Rapids.....	Ladies' Library.....	1874	Gen ..	O.	C.	S. Fr.	B.	3,475
1758 Burlingame.....	Public School	1870	Sch....	F.	T.	F.	B.	2,000
1759 Burlington.....	Free Public Library.....	1884	Gen ..	R.	T.	F.	B.	2,000
1760 Cawker City.....	Public Library	1880	Gen ..	O.	C.	S. Fr.	B.	2,200
1761 ..do.....	Public School*.....	1880	Sch....	F.	T.	F.	B.	2,000
1762 ..do.....	Women's Hesperian Library	1883	Soc ..	O.	C.	S. Fr.	B.	2,250
1763 Chanute.....	Public High School .....	.....	Sch....	F.	T.	Fr.	R.	1,000
1764 Chapman.....	Dickinson County High Sch..	1890	Sch....	F.	T.	Fr.	B.	2,600
1765 Clay Center.....	Public Library	1901	Gen ..	F.	T.	F.	B.	1,000
1766 ..do.....	Public School .....	.....	Sch....	F.	T.	F.	B.	1,000
1767 Columbus.....	Public High School*.....	1884	Sch....	F.	T.	F.	B.	1,650
1768 Concordia.....	Ladies' Library Association	1902	Gen ..	R.	C.	S. Fr.	C.	2,146
1769 ..do.....	Library Association*.....	1892	Gen ..	R.	C.	S.	C.	1,300
1770 ..do.....	Nazareth Academy	1884	Sch....	F.	C.	Fr.	B.	2,000
1771 ..do.....	Public High School	1893	Sch....	F.	T.	Fr.	B.	1,600
1772 ..do.....	St. Aloysius School*.....	1884	Sch....	F.	C.	Fr.	B.	2,000
1773 Dodge City.....	Public High School	1888	Sch....	F.	T.	Fr.	R.	1,000
1774 ..do.....	Soule College	1894	Col ..	F.	C.	Fr.	R.	1,200
1775 Edwardsville.....	Public High School .....	.....	Sch....	F.	T.	Fr.	B.	1,000
1776 Effingham.....	Atchison County High School	1892	Sch....	F.	T.	F.	B.	2,000
1777 Ellis.....	Y. M. C. A. Library	1896	Y. M. ..	R.	C.	S. Fr.	B.	1,600
1778 Emporia.....	Atchison, Topeka and Santa Fe reading room libraries. ^a	1898	Gen ..	F.	C.	Fr.	B.	10,000
1779 ..do.....	College of Emporia (Anderson Memorial Library).	1888	Col ...	O.	C.	Fr.	B.	7,000
1780 ..do.....	Free Library	1886	Gen ..	R.	T.	F.	B.	5,027
1781 ..do.....	State Normal School	1865	Sch....	F.	T.	Fr.	B.	16,327
1782 Eureka.....	Southern Kansas Academy	1886	Sch....	F.	C.	F.	C.	1,600
1783 Fort Leavenworth	General Service and Staff Col.	1881	Sch....	F.	T.	Fr.	B.	12,600
1784 ..do.....	Post Library .....	.....	Gar ..	F.	T.	F.	C.	2,278
1785 ..do.....	United States Penitentiary .....	.....	Asy ..	F.	T.	Fr.	B.	7,134
1786 Fort Scott.....	Public High School	1895	Sch....	F.	D.	Fr.	R.	3,154
1787 ..do.....	Public Library	1891	Gen ..	O.	T.	F.	B.	4,000
1788 Garnett.....	Anderson County Public Lib.	1880	Gen ..	F.	C.	F.	B.	1,104
1789 Harper.....	Free Library	1883	Gen ..	F.	T.	F.	B.	1,500
1790 Hays City.....	Public High School*.....	.....	Sch....	F.	T.	Fr.	B.	2,500
1791 Hazelton.....	Ladies' Library Association	1897	Gen ..	F.	C. D.	S. Fr.	R.	1,180
1792 Hiawatha.....	Hiawatha Academy.....	1890	Sch....	F.	C.	Fr.	R.	2,150
1793 ..do.....	Morrill Public Library	1882	Gen ..	R.	T.	S. Fr.	B.	7,000

* Statistics of 1900.

^a Including 15 branches.

States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
.....	354	44,177	.....	\$3,000	.....	\$3,162	.....	.....	Miss G. E. Bankson	1732
.....	.....	.....	\$625	.....	.....	625	.....	.....	May Brotherton	1733
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1734
200	.....	.....	.....	.....	.....	100	.....	.....	C. S. Fritschel	1735
600	416	21,466	.....	.....	\$2,000	2,023	\$150,000	.....	Edward D. Burgess	1736
300	.....	.....	.....	.....	.....	23	.....	.....	.....	1737
.....	.....	12,330	708	.....	.....	752	.....	.....	Mrs. Lou Haner	1738
48	20	.....	.....	.....	.....	115	.....	.....	L. J. Ayer	1739
2,000	.....	.....	.....	.....	.....	.....	.....	.....	Myra N. Manning	1740
.....	200	11,756	880	.....	.....	880	.....	.....	Mary Cassidy	1741
.....
.....	20	147	.....	.....	.....	.....	.....	.....	Welcome May Barcus	1742
39	117	7,693	.....	.....	.....	850	.....	.....	Lida Romig	1743
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1744
.....	150	.....	.....	200	.....	200	.....	.....	Jennie Davy	1745
.....	.....	.....	.....	.....	.....	.....	.....	.....	W. S. Vader	1746
200	20	.....	.....	.....	.....	80	.....	.....	E. L. Hillis	1747
1,473	220	.....	.....	.....	.....	257	.....	.....	Robert J. Peters	1748
.....	270	9,065	.....	300	418	1,104	5,000	\$5,000	Mrs. Leontine Sedfield	1749
1,900	750	.....	.....	.....	.....	.....	.....	.....	.....	1750
.....	400	.....	.....	.....	.....	.....	.....	.....	.....	1751
1,425	635	4,000	.....	.....	180	860	2,500	.....	S. A. Lough	1752
250	300	.....	.....	.....	.....	145	.....	.....	C. O. Smith	1753
50	.....	.....	50	.....	.....	.....	.....	.....	J. C. Wright	1754
.....	.....	.....	.....	.....	.....	300	.....	.....	Ada Thomas	1755
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1756
1,500	75	3,328	.....	.....	.....	105	.....	2,700	Cora J. McPherson	1757
.....	.....	.....	80	.....	.....	85	.....	.....	Mary E. Newman	1758
.....	191	6,000	500	.....	.....	508	.....	.....	Della Hall	1759
.....	35	3,500	.....	.....	.....	110	.....	1,500	.....	1760
300	375	1,876	125	.....	.....	140	.....	.....	.....	1761
.....	40	800	.....	.....	.....	133	.....	1,500	Mrs. James Dougherty	1762
.....	.....	.....	.....	.....	.....	125	.....	.....	W. E. Royster	1763
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1764
.....	200	10,172	396	.....	.....	426	.....	.....	Adeline E. Story	1765
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1766
100	150	1,000	.....	60	.....	220	.....	.....	.....	1767
.....	389	4,380	.....	.....	.....	302	.....	.....	Mrs. M. M. Allendoerfer	1768
100	227	4,475	.....	.....	.....	276	.....	.....	.....	1769
.....	.....	20	.....	.....	.....	.....	.....	.....	.....	1770
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1771
1,000	200	.....	.....	.....	.....	.....	.....	.....	.....	1772
2,000	70	125	.....	.....	.....	.....	.....	.....	C. A. Smith	1773
1,000	120	.....	.....	.....	.....	.....	.....	.....	E. H. Vaughan	1774
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1775
800	300	.....	500	375	.....	875	.....	.....	Minnie Green	1776
200	.....	.....	.....	.....	.....	1,230	.....	.....	J. W. Kempton	1777
.....	.....	97,334	.....	.....	.....	.....	.....	.....	.....	1778
.....
5,500	1,000	900	.....	.....	.....	.....	.....	30,000	Martha R. McCabe	1779
.....	415	18,750	1,144	.....	.....	1,216	.....	.....	Mrs. M. L. Whildin	1780
.....	1,024	16,358	.....	.....	1,000	1,000	.....	.....	Elva E. Clarke	1781
.....	.....	.....	.....	.....	.....	225	.....	.....	J. W. Scroggs	1782
50	835	.....	.....	.....	.....	.....	.....	.....	C. Collins	1783
.....	.....	814	.....	.....	.....	.....	.....	.....	Joseph R. Flack	1784
.....	569	12,870	.....	.....	.....	.....	.....	.....	F. J. Leavitt	1785
300	45	845	.....	.....	.....	150	.....	.....	W. C. Lansdon	1786
.....	.....	13,912	1,800	.....	.....	1,800	.....	18,000	.....	1787
.....	.....	4,984	99	.....	10	10	.....	.....	L. R. McLellan	1788
.....	.....	.....	.....	.....	.....	99	.....	.....	Ada E. Crocker	1789
.....	.....	.....	.....	.....	.....	20	.....	.....	.....	1790
.....	10	.....	.....	.....	.....	50	.....	.....	Marie Perry	1791
500	450	.....	.....	.....	.....	315	.....	.....	Henry J. Aten	1792
.....	300	600	60	660	Julia W. Smith	1793

Public, society, and school libraries in the United

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	1	2	3	4	5	6	7	8	9
	KANSAS—cont'd.								
1794	Highland	Highland University	1860	Col ...	F.	C.	Fr.	R.	1,500
1795	Holton	Campbell College	1881	Col ...	F.	C.	Fr.	B.	2,606
1796	do	Public High School *	1886	Sch ...	F.	T.	Fr.	R.	2,875
1797	Horton	Public School	1887	Sch ...	F.	T.	S. Fr.	B.	1,186
1798	Howard	Public School *	1888	Sch ...	F.	T.	F.	R.	1,000
1799	Humaboldt	Public School	1888	Sch ...	F.	T.	Fr.	B.	2,000
1800	Hutchinson	Public Library	1897	Gen ...	F.	T. D.	F.	B.	3,027
1801	Independence	Ladies' Library	1882	Gen ...	R.	C.	S. Fr.	B.	3,076
1802	do	Montgomery County High Sch .....	.....	Sch ...	F.	T.	Fr.	B.	1,000
1803	Irving	Public Library * .....	.....	Gen ...	R.	C.	S.	C.	1,040
1804	Jewell	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,050
1805	Junction City	Ladies' Reading Club	1875	Soc ...	O.	C.	S.	R.	1,039
1806	do	Public High School	1876	Sch ...	F.	T.	Fr.	B.	2,500
1807	do	Trott's Select Library	1868	Mer ...	R.	C.	S. Fr.	C.	1,400
1808	Kansas City	Kansas City University	1900	Col ...	F.	C.	F.	B.	1,450
1809	do	Kansas School for the Blind .....	.....	Asy ...	F.	T.	Fr.	B.	1,300
1810	do	Public High School	1893	Sch ...	F.	T.	Fr.	B.	1,000
1811	do	Public Library	1892	Gen ...	O.	T.	F.	B.	4,000
1812	Kingman	Public Library .....	.....	Gen ...	F.	T. C.	F.	B.	1,600
1813	Kiowa	Franklin High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,000
1814	Lansing	Kansas State Prison Library	1876	Asy ...	F.	T.	Fr.	C.	6,600
1815	Larned	Public School	1893	Sch ...	F.	D.	F.	B.	1,000
1816	Lawrence	City Library	1865	Gen ...	O.	T.	S. Fr.	B.	13,000
1817	do	Haskell Institute	1884	Sch ...	F.	T.	Fr.	B.	1,140
1818	do	University of Kansas	1865	Col ...	O.	T.	Fr.	B.	41,000
1819	do	School of Law .....	.....	Law ...	F.	C.	Fr.	B.	1,500
1820	Leavenworth	Free Public Library	1900	Gen ...	O.	T.	F.	B.	8,181
1821	do	Public High School	1891	Sch ...	F.	D.	Fr.	B.	2,300
1822	do	St. Mary's Academy	1870	Sch ...	F.	C.	S.	B.	6,000
1823	do	Y. M. C. A. Library	1880	Y. M. F.	F.	C.	S. Fr.	B.	1,500
1824	Lecompton	Lane University .....	.....	Col ...	F.	C.	Fr.	B.	1,000
1825	Lincoln	Kansas Christian College .....	.....	Col ...	F.	C.	Fr.	B.	3,000
1826	Lindsborg	Bethany College	1881	Col ...	F.	C.	F.	B.	7,500
1827	do	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,564
1828	Lyons	Public School .....	.....	Sch ...	F.	D.	Fr.	B.	1,000
1829	McPherson	McPherson College	1897	Sch ...	F.	C.	F.	R.	1,000
1830	Manhattan	Kans. State Agricultural Col.	1878	Col ...	F.	T.	Fr.	B.	27,210
1831	do	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	2,600
1832	Maryville	Modern Normal College	1892	Sch ...	R.	C.	F.	R.	3,000
1833	do	Public School .....	.....	Sch ...	F.	T.	F.	B.	1,500
1834	Minneapolis	Public High School	1880	Sch ...	F.	T.	Fr.	B.	1,000
1835	National Military Home	Hancock Library .....	.....	Gov't.	F.	T.	Fr.	B.	8,153
1836	Newton	Bethel College	1893	Sch ...	F.	C.	Fr.	B.	1,665
1837	do	Free Library	1885	Gen ...	O.	T.	F.	B.	6,097
1838	Nickerson	Nickerson Normal Univ *	1898	Sch ...	F.	C.	Fr.	R.	3,253
1839	Norton	Norton Co. Teachers' Lib	1892	Sch ...	F.	C.	S.	C.	1,000
1840	do	Public High School *	1893	Sch ...	F.	T.	F.	B.	1,000
1841	Olathe	Kansas School for the Deaf	1861	Asy ...	F.	T.	Fr.	B.	3,000
1842	do	Library Association	1877	Gen ...	F.	C.	F.	R.	2,000
1843	Osage City	Public High School	1889	Sch ...	F.	T.	Fr.	B.	1,200
1844	Oswatomic	Public Library	1885	Gen ...	F.	T.	F.	B.	1,500
1845	Oswego	Library Association	1876	Gen ...	F.	C.	F.	B.	5,000
1846	Ottawa	Carnegie Free Library	1903	Gen ...	O.	T.	F.	B.	5,600
1847	do	Ottawa University	1867	Col ...	F.	C.	Fr.	C.	3,000
1848	Paola	Free Public Library	1876	Gen ...	O.	T.	F.	B.	5,700
1849	Parsons	Public School	1880	Sch ...	F.	T.	Fr.	R.	1,420
1850	Peabody	Public Library	1875	Gen ...	O.	T.	F.	B.	8,000
1851	St. Marys	Church of the Immaculate Conception (Parish Library)	1887	Gen ...	O.	C.	F.	C.	1,175
1852	do	St. Mary's College	1848	Col ...	F.	C.	Fr.	B.	10,193
1853	do	Junior Students' Library	1889	Col ...	F.	C.	S. Fr.	C.	1,616
1854	do	Senior Reading Room and Library	1872	Col ...	F.	C.	S. Fr.	B.	3,254
1855	St. Paul	St. Francis Monastery Library	1893	C. Soc.	F.	C.	Fr.	R.	4,000
1856	Salina	Free Public Library	1900	Gen ...	O.	T.	F.	B.	2,835
1857	do	Kansas Wesleyan University	1886	Col ...	F.	C.	Fr.	B.	4,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
500	30					\$30			Amos A. Davis.
									P. O. Bonebrake
150	120	1,570							
50	50		\$45			45			
250	400		858			6,883			M. Pearl Leighty
500	150	1,257				394			Mrs. H. D. Grant
200						15			
	50	324				153		\$3,000	Mrs. H. H. Mead
		1,500							Lottie E. Montrose
700	200								H. T. Stephens
100	1,000	14,850		\$1,523		1,523		75,000	Lucy T. Dougherty
	395		192			617			Sara Judd Greenman
									Mrs. L. M. Berry
		40,000		200		200			
		894				30			B. F. Ader
			1,200		\$500	1,700			Nellie G. Beatty
	2,576			9,600		9,600		75,000	Helen W. Ball
									Carrie M. Watson
		33,616	5,395			5,517		30,000	Syrena McKee
		2,000							Rose R. Morgan
200	100	175							Sister Vincent Marie
									Geo. W. Fleming
3,000	500	800				41			Tilie E. Nelson
100						66			Guy Miller
200	75					100			S. B. Fahnestock
500	1,420			1,500		1,500			Margaret J. Minis
1,000	50								J. G. Ellenbecker
	254	18,787							R. Johns
	70	240				105			P. J. Wedel
2,378	321	12,973	1,075			1,267			Miss L. M. Knight
500	250					375			
60	50	700				60			
	100	1,770				50			
				200		200			
500	200								S. B. S. Wilson
									Anna B. Hill
	500								Rosa B. Ling
500	50					25	\$700		W. M. Tiffany
3,000	100	13,355	1,500			1,500		15,000	Julia M. Walsh
						1,300			E. K. Chandler
1,200	173	9,446	636			666			Katharine A. Hobson
300	60					240			
75	100	10,416							Emma F. Christ
445									J. P. De Smedt
2,824	862					933			G. H. Worpenberg, S. J.
	82					201			Rob. A. Ryan
	148					1,491			Herbert C. Noonan
500									Very Rev. R. O'Keefe
135	384	17,557	1,200	300		1,500		15,000	Bessie Page
1,000	20					1,500			

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
KANSAS—cont'd.								
1858 Salina.....	Public High School.....	1878	Sch...	F.	T.	F.	B.	1,200
1859 ..do.....	Public School.....	1870	Sch...	F.	T.	F.	R.	2,000
1860 Sedgwick.....	Public School*.....	.....	Sch...	F.	T.	F.	B.	1,500
1861 Seneca.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,500
1862 Smith Center.....	Public Library*.....	1897	Gen...	O.	C.	S.	B.	1,250
1863 ..do.....	Woman's Harmony Lib. Club.	1897	Gen...	O.	C.	S. Fr.	B.	1,400
1864 Sterling.....	Cooper Memorial College.....	1887	Col...	F.	C.	Fr.	B.	1,316
1865 ..do.....	Public High School.....	.....	Sch...	F.	T.	F.	B.	1,000
1866 Stockton.....	Public Library.....	.....	Gen...	O.	C.	S. Fr.	C.	1,145
1867 Tonganoxie.....	Public Library.....	1898	Gen...	R.	C.	S. Fr.	C.	1,200
1868 Topeka.....	Col. of the Sisters of Bethany.	.....	Col...	F.	C.	Fr.	B.	1,500
1869 ..do.....	Elk Club Library.....	1901	Gen...	F.	C.	Fr.	R.	1,243
1870 ..do.....	Free Public Library.....	1871	Gen...	O.	T.	F.	B.	19,500
1871 ..do.....	Kansas Academy of Science..	1868	Sci....	F.	T.	S. Fr.	R.	4,000
1872 ..do.....	Kans. State Board of Agr.....	1872	State...	F.	T.	F.	R.	2,500
1873 ..do.....	Kansas State Historical Soc...	1875	State...	F.	T.	F.	R.	54,750
1874 ..do.....	Kansas State Library.....	1870	State...	F.	T.	F.	R.	78,000
1875 ..do.....	Kansas Traveling Libraries Commission.	1898	Gen...	F.	T.	F.	C.	11,840
1876 ..do.....	Masonic Grand Lodge.....	1856	Mas...	R.	C.	F.	R.	1,300
1877 ..do.....	Tennesseetown Public Lib. and Reading Room.	1893	Gen...	F.	C.	Fr.	B.	1,026
1878 ..do.....	Washburn College.....	1865	Col...	O.	C.	Fr.	B.	9,350
1879 Troy.....	S. L. K. Association.....	1879	Gen...	R.	C.	S.	B.	1,500
1880 Wichita.....	Fairmount College.....	1895	Col...	F.	C.	S. Fr.	B.	23,000
1881 ..do.....	Friends University.....	1898	Col...	F.	C.	S. Fr.	R.	3,000
1882 ..do.....	Public Library.....	1891	Gen...	F.	T.	F.	B.	10,894
1883 Winfield.....	Public High School.....	1888	Sch...	F.	T.	Fr.	C.	1,800
1884 ..do.....	St. John's College.....	1895	Col...	F.	C.	Fr.	B.	1,000
1885 ..do.....	Southwest Kansas College	1885	Col...	F.	C.	Fr.	B.	3,172
1886 Yates Center.....	Yates Center High School....	1890	Sch...	F.	T.	F.	B.	1,710
KENTUCKY.								
1887 Anchorage.....	Bellewood Female Seminary*	.....	Sch...	F.	C.	Fr.	B.	1,000
1888 Ashland.....	Public Library.....	1891	Sch...	F.	T.	F.	B.	1,000
1889 Barboursville.....	Union College (Speed Steven- son Library).	1890	Col...	F.	C.	Fr.	B.	1,200
1890 Beechmont.....	Louisville Training School...	1889	Sch...	F.	T.	Fr.	B.	2,000
1891 Berea.....	Berea College.....	1865	Col...	F.	C.	Fr.	B.	20,630
1892 Bowling Green.....	Ogden College.....	1877	Sch...	F.	C.	Fr.	B.	4,000
1893 ..do.....	Potter College.....	1889	Col...	F.	C.	Fr.	B.	5,000
1894 ..do.....	Southern Normal College*...	1875	Col...	F.	C.	F.	B.	1,400
1895 Clinton.....	Clinton College.....	1874	Sch...	F.	C.	Fr.	B.	4,500
1896 ..do.....	Marvin College.....	.....	Sch...	F.	C.	Fr.	B.	1,200
1897 Covington.....	Public Library.....	1901	Gen...	O.	T.	F.	B.	8,000
1898 Cynthiana.....	Graded City School.....	1872	Sch...	F.	T.	Fr.	B.	2,040
1899 ..do.....	Smith's Classical School.....	1869	Sch...	F.	C.	Fr.	K.	1,200
1900 Danville.....	Central University of Ky.....	1822	Col...	O.	C.	Fr.	B.	20,099
1901 ..do.....	Hogsett Military Academy....	1883	Sch...	F.	C.	Fr.	L.	1,200
1902 ..do.....	Kentucky School for the Deaf.	1850	Asy...	F.	C.	Fr.	R.	2,400
1903 ..do.....	Library Association.....	1893	Gen...	R.	C.	S.	B.	1,800
1904 Elketon.....	Vanderbilt Training School...	1892	Sch...	F.	T.	S.	R.	1,375
1905 Frankfort.....	Ky. Geological Survey Lib.*	.....	State...	F.	T.	F.	R.	3,000
1906 ..do.....	Kentucky Normal and Indus- trial Inst. for Col. Persons.	.....	Sch...	F.	T.	Fr.	B.	1,197
1907 ..do.....	Ky. Penitentiary Library*...	1884	Asy...	O.	T.	F.	B.	4,500
1908 ..do.....	State Library.....	1833	State...	F.	T.	F.	R.	100,000
1909 Georgetown.....	Georgetown College.....	1829	Col...	F.	C.	Fr.	B.	12,000
1910 ..do.....	Ciceronian Society.....	1839	C. Soc.	F.	T.	S.	R.	1,500
1911 ..do.....	Tau Theta Kappa Society....	1821	C. Soc.	F.	T.	S.	R.	3,000
1912 Glendale.....	Lynnland M. and F. Inst.*...	.....	Sch...	F.	C.	Fr.	B.	1,000
1913 Harrodsburg.....	Beaumont College.....	.....	Col...	F.	C.	Fr.	B.	4,000
1914 Hopkinsville.....	Kenyon College.....	.....	Sch...	F.	C.	Fr.	B.	1,500
1915 ..do.....	Public School.....	1885	Sch...	F.	T.	S.	B.	2,000
1916 ..do.....	South Kentucky College*...	Col...	F.	C.	Fr.	B.	1,000
1917 Jackson.....	S. P. Lee's Collegiate Inst.*...	Sch...	F.	C.	Fr.	B.	1,250

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States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	50					\$120			Geo. R. Crissman	1858
	150		\$125			143				1859
										1860
	140	1,825				1,055		\$1,500		1861
1,009	100					172		1,800	Rose M. Nelson	1862
	150		125			40			Maude Smith.	1863
	85	1,500				125				1864
150	100					130		350		1865
200						205				1866
	28					100				1867
53	1,009	84,850	4,742		\$701	5,623	\$12,800	45,000	C. K. Holliday	1868
2,000	150			\$300		450				1869
4,000	50	4		100		100			G. P. Grimsley	1870
79,271	4,353			6,640		6,797				1871
2,500	3,000			10,500		10,500		5,000	James L. King	1872
	327			4,000		4,468			Nellie G. Armentrout	1873
										1874
5,000	73								Albert K. Wilson	1875
	126	161							H. A. Maynard	1876
										1877
	300	2,500			550	550		25,000	Jessie Dean	1878
	30									1879
5,000	2,500					200				1880
	200					3,500			Laura E. Kirby	1881
	763		2,900	600		564			Anna E. Wiegand	1882
576	254	1,248								1883
10									A. W. Meyer	1884
300	100								L. T. Weeks	1885
									T. M. Patterson	1886
100	100	300								1887
1,100	100	1,500								1888
										1889
100	100					25			H. K. Taylor	1890
850	898					1,200			Euphemia K. Corwin	1891
	300	195								1892
										1893
200	300					800				1894
										1895
										1896
350	65	97,227		8,500		8,500		85,000	A. M. Spears	1897
		3,203				34				1898
6,827	781	1,237							N. F. Smith	1899
									J. C. Fales	1900
									Henry A. Wise	1901
	110	7,500				299	2,000		W. P. Grow	1902
						40				1903
2,000									Joshua H. Harrison	1904
										1905
										1906
500	100					100		5,000		1907
	700					1,200			Pauline H. Hardin	1908
2,000	150			700	420	420				1909
	15	200				35			W. P. Dils	1910
	50		75			150			Thompson Lewis	1911
300	120									1912
										1913
										1914
150	100	3,000		75		96				1915
										1916
										1917

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	KENTUCKY—CON.								
1918	Lexington	Agr. and Mech. College of Ky.	.....	Col ...	F.	T.	Fr.	B.	5,492
1919	do.	Hamilton Female Institute*	.....	Col ...	F.	C.	Fr.	B.	2,000
1920	do.	Kentucky University.....	1783	Col ...	F.	C.	Fr.	B.	18,000
1921	do.	Public Library	1796	Gen ...	O.	T.	F.	B.	15,000
1922	do.	Russell High School (col.)*.	1895	Sch ...	F.	T.	Fr.	R.	1,000
1923	do.	St. Catherine's Academy .....	.....	Sch ...	F.	C.	S.	R.	1,100
1924	do.	State Geological Department.	1898	Sci ...	F.	T.	Fr.	R.	1,000
1925	Louisville.....	Boys' High School (Maurice Kirby Memorial Library).	1897	Sch ...	F.	T. D.	Fr.	B.	4,000
1926	do.	Filson Club Library ^a	1884	Soc ...	F.	C.	Fr.	R.	50,000
1927	do.	Girls' High School.....	1899	Sch ...	F.	T.	Fr.	B.	3,000
1928	do.	Grand Lodge of Freemasons .	.....	Mas ...	F.	C.	F.	B.	4,000
1929	do.	Ky. Institute for the Blind*.	1842	Sch ...	F.	T.	Fr.	B.	2,000
1930	do.	Louisville Law Library	1839	Law ...	F.	T.	S.	B.	10,000
1931	do.	National Library*.....	1891	Gen ...	R.	C.	S.	C.	7,000
1932	do.	Polytechnic Society of Ky.*.	.....	Soc ...	O.	C.	S.	B.	52,923
1933	do.	Presbyterian Theological Sem.	1853	Theo ...	F.	C.	F.	B.	16,000
1934	do.	Presentation Academy*.....	1893	Sch ...	F.	C.	S.	B.	1,040
1935	do.	Public Library	1878	Gen ...	O.	C.	S. Fr.	B.	56,208
1936	do.	St. Xavier's College	1864	Sch ...	F.	C.	Fr.	R.	1,850
1937	do.	Southern Baptist Theol. Sem.	1859	Theo ...	O.	C.	Fr.	B.	23,000
1938	do.	State University.....	.....	Sch ...	F.	C.	Fr.	B.	1,000
1939	do.	Young Ladies of St. Bene- dict's Academy.*	.....	Sch ...	F.	C.	S.	B.	1,000
1940	Lyndon	Kentucky Military Institute*.	.....	Sch ...	F.	C.	Fr.	B.	4,000
1941	Maysville	Limestone Lodge, No. 36, K. of P., Library.*	1888	Soc ...	F.	C.	Fr.	B.	1,750
1942	do.	Maysville and Mason Co. Lib., Hist., and Scient. Assoc.*	1878	Gen ...	O.	C.	F.	E.	4,606
1943	do.	Odd Fellows De Kalb Library.	1850	O. F. .	F.	C.	Fr.	B.	2,500
1944	do.	St. Francis De Sales Academy*	.....	Sch ...	F.	C.	Fr.	B.	1,000
1945	Morehead	Morehead Normal School	1887	Sch ...	F.	C.	Fr.	B.	1,100
1946	Morganfield	St. Vincent's Academy*	.....	Sch ...	F.	C.	Fr.	B.	1,060
1947	Nazareth	Nazareth Academy	1822	Sch ...	F.	C.	S.	B.	5,000
1948	do.	St. Vincent's Academy	1903	Sch ...	F.	C.	Fr.	B.	1,200
1949	Nerinx.....	Loretto Literary and Benevo- lent Institution.	.....	Sch ...	F.	C.	Fr.	B.	1,625
1950	Newport	Acad. Notre Dame de la Providence.	.....	Sch ...	F.	C.	Fr.	B.	1,600
1951	do.	Mount St. Martin's Sem*.....	.....	Sch ...	F.	C.	Fr.	B.	1,127
1952	do.	Public Library*.....	.....	Gen ...	R.	T.	F.	B.	2,258
1953	Paducah	Public High School.....	.....	Sch ...	F.	T.	Fr.	R.	1,156
1954	Paris	Public School	1896	Sch ...	F.	T.	Fr.	B.	1,020
1955	do.	Tipton (Miss) Private School*	1880	Sch ...	F.	C.	F.	C.	1,000
1956	Princeton	Collegiate Institute	1879	Sch ...	F.	C.	Fr.	R.	1,500
1957	Richmond	Central Univ. and Landis Lib.*	1874	Gen ...	F.	C.	Fr.	R.	5,000
1958	do.	Walters Collegiate Institute.	.....	Sch ...	F.	C.	Fr.	B.	2,000
1959	Russellville	Bethel College .....	.....	Col ...	F.	C.	Fr.	B.	6,000
1960	do.	Logan Female College	1860	Col ...	F.	C.	Fr.	R.	1,500
1961	St. Catharines	St. Catharine of Sienna Acad.*	1822	Sch ...	F.	C.	S.	B.	2,500
1962	St. Joseph	Mount St. Joseph's Academy.	1882	Sch ...	F.	C.	Fr.	R.	2,962
1963	St. Marys	St. Mary's College	1872	Col ...	F.	C.	S.	R.	3,200
1964	St. Vincent	St. Vincent's Academy	1820	Sch ...	F.	C.	S.	B.	1,300
1965	Shelbyville	Science Hill School	1825	Sch ...	F.	C.	S.	B.	2,000
1966	Stanford	Stanford Female College.....	.....	Col ...	F.	C.	Fr.	B.	1,000
1967	Trappist	Gethsemani College	1851	Sch ...	F.	C.	Fr.	R.	15,900
1968	Versailles	Woodford County Lit. Assoc.	.....	Gen ...	R.	D.	F.	B.	4,000
1969	Waddy	Central Normal College*.....	1886	Sch ...	F.	C.	Fr.	R.	1,000
1970	Williamsburg	Williamsburg Acad. (Beals Library.)	.....	Sch ...	F.	C.	Fr.	B.	2,550
1971	Winchester	Kentucky Wesleyan College .	1868	Col ...	F.	C.	F.	B.	5,000
	LOUISIANA.								
1972	Baldwin	Gilbert Academy and In- dustrial College.*	1876	Sch...	F.	C.	Fr.	B.	2,500
1973	*Baton Rouge.....	Louisiana State Univ. and Agr. and Mechanical Col.*	1877	Col ...	F.	T.	Fr.	B.	21,500

* Statistics of 1900.

a Private library, to become the property of this club.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free, for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	LOUISIANA—CON.								
1974	Baton Rouge.....	Public Library	1900	Gen ..	F.	C.	Fr.	B.	2,000
1975	.....do.....	State Univ. (Hill Mem. Lib.)		Col ...	O.	T.	Fr.	B.	21,000
1976	Clinton	Clinton Female Academy (Munday Library).	1820	Sch....	F.	C.	Fr.	B.	1,000
1977	.....do.....	Silliman Collegiate Institute.		Col ...	F.	C.	F.	B.	2,500
1978	Convent	Jefferson College	1861	Col ...	F.	C.	Fr.	R.	6,300
1979	Covington	Dixon Academy		Sch....	F.	C.	F.	B.	1,100
1980	Donaldsonville	Ascension Academy*		Sch....	F.	C.	Fr.	B.	1,500
1981	Grand Coteau	St. Charles College	1838	Sch....	F.	C.	Fr.	R.	18,000
1982	Jackson	Centenary College	1825	Col ...	F.	C.	S. Fr.	B.	3,000
1983	Keatchie	Louisiana Female College	1856	Col ...	F.	C.	Fr.	R.	2,000
1984	Lake Charles	Public High School	1893	Sch....	F.	T.	F.	R.	1,783
1985	Mansfield	Mansfield Female College		Col ...	F.	C.	F.	B.	5,000
1986	Monroe	Public School	1900	Sch....	F.	D.	F.	B.	2,500
1987	Natchitoches	State Normal School	1856	Sch....	F.	T.	Fr.	B.	4,000
1988	New Iberia	Public School		Sch....	F.	T.	Fr.	R.	1,000
1989	New Orleans	Academy of the Sacred Heart.		Sch....	F.	C.	F.	B.	1,175
1990	.....do.....	Alexander Library		Gen ..	F.	C.	F.	B.	1,200
1991	.....do.....	Charity Hosp. Med. Lib.*	1887	Med ..	O.	T.	Fr.	B.	4,700
1992	.....do.....	College of the Immaculate Conception.		Col ...	F.	C.	Fr.	B.	15,000
1993	.....do.....	Grand Lodge of F. and A. M. ..	1850	Mas...	F.	C.	F.	R.	5,000
1994	.....do.....	Holy Cross College		Sch....	F.	C.	F.	B.	2,000
1995	.....do.....	Home Institute		Sch....	F.	C.	Fr.	R.	1,500
1996	.....do.....	Howard Memorial Library	1887	Gen ..	O.	C.	F.	R.	34,005
1997	.....do.....	H. Sophie Newcomb Memo- rial College.*	1892	Col ...	F.	C.	Fr.	B.	6,000
1998	.....do.....	Immaculate Conception Col- lege (Jesuits).	1847	Col ...	F.	C.	Fr.	R.	15,000
1999	.....do.....	Jewish Orphans' Home.....	1887	Asy...	F.	C.	Fr.	R.	1,300
2000	.....do.....	Leland University	1869	Col ...	F.	C.	Fr.	R.	3,000
2001	.....do.....	Louisiana Bar Association	1847	Law ..	F.	C.	S.	R.	18,000
2002	.....do.....	McDonogh High School, No. 1.	1890	Sch....	F.	D.	F.	B.	2,000
2003	.....do.....	McDonogh High School, No. 2.	1885	Sch....	F.	D.	F.	B.	1,417
2004	.....do.....	McDonogh High School, No. 3.	1890	Sch....	F.	D.	F.	B.	1,500
2005	.....do.....	New Orleans Public Library.	1887	Gen ..	O.	T. D.	F.	B.	55,000
2006	.....do.....	New Orleans University		Col ...	F.	C.	F.	B.	3,000
2007	.....do.....	Flint Medical College		Med ..	F.	T.	F.	R.	1,000
2008	.....do.....	Normal School	1897	Sch....	F.	D.	Fr.	B.	1,455
2009	.....do.....	Orleans Parish Medical Soc. ..	1878	Med ..	R.	C.	S.	R.	3,943
2010	.....do.....	Public School		Sch....	F.	T.	F.	R.	25,511
2011	.....do.....	Public School (colored)		Sch....	F.	T.	F.	R.	1,095
2012	.....do.....	St. Aloysius College		Sch....	F.	C.	F.	B.	1,000
2013	.....do.....	St. Alphonsus Circulating Lib.	1800	Gen ..	F.	C.	S.	B.	1,500
2014	.....do.....	St. Mary's Dominican Col.* ..	1862	Col ...	F.	C.	Fr.	B.	3,000
2015	.....do.....	Soule Com. Col. and Lit. Inst.	1856	Sch....	F.	C.	Fr.	R.	2,495
2016	.....do.....	Southern University and A. and M. College.	1880	Gen ..	F.	T. C.	Fr.	R.	3,993
2017	.....do.....	State Library of Louisiana* ..	1838	Gen ..	F.	T.	Fr.	R.	28,619
2018	.....do.....	Straight University	1869	Col ...	F.	C.	F.	B.	2,000
2019	.....do.....	Tulane University	1885	Col ...	O.	C.	F.	R.	22,000
2020	.....do.....	Medical Department		Med ..	F.	C.	Fr.	B.	3,400
2021	.....do.....	Ursuline Convent		Sch....	F.	C.	Fr.	B.	4,590
2022	.....do.....	Y. M. C. A. Library	1870	Y. M. ..	F.	C.	S. Fr.	B.	1,400
2023	Opelousas	St. Landry High School		Sch....	F.	T.	Fr.	B.	1,500
2024	Ruston	Industrial Institute	1894	Sch....	F.	T.	F.	B.	2,000
2025	Shreveport	People's Library Association ..	1895	Gen ..	R.	T. C.	S.	B.	3,000
	MAINE.								
2026	Alfred	Parsons Memorial Library		Gen ..	O.	T. C.	F.	B.	3,000
2027	.....do.....	York Bar Library	1840	Law ..	F.	C.	Fr.	R.	2,000
2028	Andover	Public Library	1893	Gen ..	F.	T. C.	F.	B.	4,543
2029	Atlantic	Public Library	1898	Gen ..	F.	D.	Fr.	C.	1,000
2030	Auburn	Androscooggin Co. Law Lib. ..	1893	Law ..	F.	T.	Fr.	R.	4,277
2031do.....	Public Library	1890	Gen ..	O.	T. C.	F.	B.	10,952
2032	Augusta	Kennebec Historical Library ..	1891	His...	F.	C.	F.	R.	1,500

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States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	200	1,100				\$350			Mary Davis	1974
	389			\$2,500		2,500		\$33,000	Chas. H. Stumberg	1975
500									Mrs. S. E. Munday	1976
2,700	100								H. J. Beadle	1977
6,000	150	80				20			E. Mattern, S. J.	1978
250	40					100			John M. Roberts	1979
800	22					80			G. W. Thigpen	1980
	350	654				450			E. F. Gayle	1981
200		285	\$80			80			Israel Heinberg	1982
5,000	100								B. C. Caldwell	1983
	75								H. D. Wilcox	1984
1,150	43									1985
	60					100			Richard Lambert	1986
300									Sophie B. Wright	1987
12,040	583				\$7,500	7,500	\$200,000	115,000	William Beer	1988
950	300	1,650								1989
5,000	200								C. M. Widman, S. J.	1990
	175								Michel Seligmann	1991
1,000	200								Mrs. George H. Felton	1992
1,000	150					2,575			Walter H. Probst	1993
200									E. L. Mahen	1994
	10								Elizabeth V. Sanford	1995
	27	3,000							Jennie Clark	1996
	5,600	93,746		8,500	4,440	16,145	80,000	45,000	William Beer	1997
	31	350				62			Grace Leeds	1998
1,200	350					2,400			Homer Dupuy	1999
	50								Rev. G. Robinson, C. S. S. R.	2000
350	70								Geo. Soule	2001
1,360										2002
700						2			Emily W. Nichols	2003
8,000									M. M. Bell	2004
										2005
300	200	400				170			W. E. Hearon	2006
3,000	400	18,000		300		550				2007
	150	120							C. Billin	2008
										2009
150	50						23,000		Rev. B. P. Snow, A. M.	2010
500	60				500	500			Willis T. Emmons	2011
500	40	4,000	125	1,070		1,245			Gertrude D. Newhall	2012
248	300					860			H. W. Small	2013
	215			500		500			A. R. Savage	2014
488	800	33,228	1,400	140	85	1,770	1,500		Annie Prescott	2015
2,000						150			Chas. E. Nash	2016

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MAINE—cont'd.								
2033	Augusta	Kennebec Law Library	1830	Law ..	F.	T.	Fr.	R.	2,000
2034	.....do.....	Lithgow Library and Reading Room.	1882	Gen ..	O.	T. C.	F.	B.	8,000
2035	.....do.....	Maine Insane Hospital (Col. Black Library).	1853	Asy...	F.	T.	Fr.	B.	1,500
2036	.....do.....	State Library .....	.....	State	F.	T.	F.	B.	85,000
2037	Bangor	Bangor Theological Seminary	1814	Theo.	F.	C.	F.	B.	24,000
2038	.....do.....	Univ. of Maine, Sch. of Law.	.....	Law ..	F.	C.	Fr.	B.	3,000
2039	.....do.....	Penobscot Bar Library Assoc.	.....	Law ..	F.	T.	Fr.	R.	3,500
2040	.....do.....	Public Library	1883	Gen ..	R.	T. C.	Fr.	B.	53,790
2041	Bar Harbor	Bar Harbor Village Library ..	.....	Gen ..	O.	C.	S. Fr.	B.	8,000
2042	Bath	Patten Free Library .....	.....	Gen ..	F.	T. D.	F.	B.	12,000
2043	.....do.....	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
2044	.....do.....	Sagadahoc County Law Lib.	1854	Law ..	F.	T.	Fr.	R.	4,327
2045	Belfast	Free Library	1887	Gen ..	O.	C.	F.	B.	11,046
2046	.....do.....	Waldo County Law Library ..	1828	Law ..	F.	T.	Fr.	R.	1,600
2047	Biddeford	Public High School*	1850	Sch ..	F.	T.	Fr.	B.	1,000
2048	.....do.....	McArthur Library	1862	Gen ..	O.	T.	F.	B.	7,000
2049	Blue Hill	Ladies' Social Library	1868	Soc ..	F.	C.	S. Fr.	B.	1,850
2050	Bridgton	Public Library	1895	Gen ..	O.	C.	S. Fr.	C.	1,232
2051	Brunswick	Bowdoin College	1794	Col ..	O.	C.	Fr.	B.	76,240
2052	.....do.....	Medical School of Maine.	.....	Med ..	F.	C.	Fr.	R.	3,700
2053	.....do.....	Public Library*	1883	Gen ..	F.	T.	F.	B.	8,340
2054	Buckfield	Zadoc Long Free Library	1901	Gen ..	O.	T.	F.	B.	2,845
2055	Bucksport	Buck Memorial Library	1806	Gen ..	O.	D.	Fr.	B.	4,077
2056	.....do.....	East Maine Conference Sem.	.....	Sch ..	F.	C.	Fr.	B.	6,000
2057	.....do.....	Public School* .....	.....	Sch ..	F.	T.	Fr.	B.	6,000
2058	Calais	Free Lib. and Reading Room.	1893	Gen ..	O.	T. C.	F.	B.	8,000
2059	Camden	Public Library	1896	Gen ..	R.	T. C.	F.	B.	3,452
2060	Caribou	Public Library .....	.....	Gen ..	R.	T. C.	S. Fr.	B.	1,438
2061	Castine	Eastern State Normal School.	.....	Sch ..	F.	T. C.	Fr.	C.	1,000
2062	.....do.....	Town Library	1801	Gen ..	F.	T.	F.	B.	2,515
2063	Charleston	Higgins Classical Institute ..	.....	Sch ..	F.	C.	Fr.	B.	1,800
2064	.....do.....	Tibbets Library	1891	Sch ..	O.	C.	Fr.	R.	1,723
2065	Cherryfield	Public Library	1837	Gen ..	R.	T.	F.	C.	1,000
2066	Clinton	Brown Memorial Library	1899	Gen ..	O.	T. C.	F.	B.	2,808
2067	Corinna	Stewart Free Library	1898	Gen ..	O.	T.	F.	C.	3,935
2068	Cornish	Library Association	1867	Gen ..	R.	T.	S. Fr.	B.	1,535
2069	Cumberl'd Center	Greely Institute .....	.....	Sch ..	F.	C.	F.	B.	1,200
2070	Cumberland Mills	Cumberland Mills Library	1879	Gen ..	O.	C.	F.	B.	3,729
2071	Damariscotta	Skidompha Library	1885	Soc ..	R.	C.	S. Fr.	B.	1,360
2072	Deering	Westbrook Sem. (Frost Lib.)*	.....	Col ..	F.	C.	Fr.	B.	3,500
2073	Dennysville	Dennysville Library	1868	Gen ..	F.	S. D.	S. Fr.	C.	1,655
2074	Dexter	Town Library	1881	Gen ..	O.	T.	F.	B.	7,242
2075	Dover	Piscataquis County Law Lib.	1886	Law ..	F.	T.	Fr.	R.	1,753
2076	.....do.....	Thompson Free Library	1897	Gen ..	O.	T.	F.	B.	4,080
2077	East Machias	Public Library Association	1874	Gen ..	F.	T.	Fr.	C.	1,500
2078	Eastport	Public Library	1893	.....	O.	T. D.	F.	B.	8,000
2079	Eliot	Lib. Assoc. and Reading Room.	1887	Gen ..	F.	C.	F.	B.	1,564
2080	Ellsworth	City Library	1870	Gen ..	O.	T.	F.	B.	4,492
2081	.....do.....	Hancock Law Library .....	.....	Law ..	F.	T.	Fr.	R.	3,000
2082	Fairfield	Lawrence Library	1901	Gen ..	O.	T. C.	F.	B.	4,125
2083	Farmington	Abbott Family School (Little Blue Library)*	1844	Sch ..	F.	C.	Fr.	B.	3,000
2084	.....do.....	Franklin County Law Lib- rary Association.	1840	Law ..	F.	T.	F.	R.	1,000
2085	.....do.....	Public Library	1891	Gen ..	O.	C.	S. Fr.	B.	8,000
2086	.....do.....	State Normal School*	1864	Sch ..	F.	T.	Fr.	B.	2,000
2087	Fort Fairfield	Public Library	1895	Gen ..	F.	T. D.	F.	B.	1,474
2088	Foxcroft	Foxcroft Academy .....	.....	Sch ..	F.	C.	F.	R.	1,000
2089	Frankfort	Waldo Peirce Reading Room.	1892	Gen ..	R.	D.	F.	C.	1,000
2090	Freeport	B. H. Bartoe Library	1900	Gen ..	R.	T.	F.	C.	1,000
2091	Fryeburg	Woman's Club .....	.....	Gen ..	O.	C.	S. Fr.	B.	1,100
2092	Gardiner	Public Library	1874	Gen ..	F.	T.	F.	B.	7,517
2093	Gorham	Library Association	1882	Gen ..	R.	C.	S. Fr.	B.	4,139
2094do.....	Normal School	1878	Sch ..	F.	C.	Fr.	R.	1,968
2095	Gray	Pennell Institute	Sch ..	F.	C.	F.	B.	1,000

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			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
						\$500			C. W. Jones.....	2033
	147	31,000		\$1,100		2,500		\$5,200	Julia M. Clapp.....	2034
	20	300				162	\$3,221		H. B. Hill.....	2035
				11,700		11,700			L. D. Carver.....	2036
10,000	600						700		Carrie S. Green.....	2037
					500	500			Milton S. Clifford.....	2038
3,907	3,242	81,572		2,250	\$4,720	7,847	116,000		Mrs. Mary H. Curran.....	2039
	350	15,595		109		100			Adeline M. Bunker.....	2040
	600	33,054	\$1,250	125	941	2,435	11,329		M. R. Foote.....	2041
										2042
	268					500			Walter S. Stidden.....	2043
	610	23,665			1,831	1,958	52,844		E. M. Pond.....	2044
						500			Tileston Wadlin.....	2045
			1,000	100		1,203				2046
	498	26,000		2,080	400	3,080	11,000	30,000	Emma Hatch.....	2047
	200	2,754		50		122			Emma J. McHowell.....	2048
	183	2,600			11	291		2,500		2049
	2,788	7,991			1,260	9,570		250,000	Geo. T. Little.....	2050
										2051
	2,059	24,000								2052
	50	6,561	300			313		3,500	Lizzie L. Allen.....	2053
	120	4,119					9,500		Alice B. Gardner.....	2054
2,300	58								C. D. McCready.....	2055
										2056
	223	16,083		1,024	244	1,377	6,500	11,000	J. C. Moore.....	2057
	157	13,100		550		819			Emma C. Tobin.....	2058
	261	3,600		100		200			Mary E. Luce.....	2059
	7								Nellie F. Harvey.....	2060
	126		100	24		144			Katharine F. Davenport.....	2061
							1,000			2062
	20			50		70			Roy A. Kane.....	2063
										2064
	250	175	250	25	100	375	5,000		L. Grace Weymouth.....	2065
	41	6,259	446	44		504		73,000	J. H. Winchester.....	2066
		1,000				50			Mary I. Marr.....	2067
										2068
	100	165	5,029						L. S. Anderson.....	2069
									William K. Hilton.....	2070
										2071
						75				2072
	416	21,038	750	75	225	1,078	6,000	30,000	Lizzie S. Springall.....	2073
						500			Alfred R. Peake.....	2074
130	575	12,854	500	86	400	1,032	10,000	8,000	Mary E. Averill.....	2075
	55					45			Joseph Harris.....	2076
		16,029	600			832	600	10,000	Charlotte Wood.....	2077
	7	182			100	111			Howard P. Libbey.....	2078
	199		800	73		1,148			Adelaide Tine.....	2079
200	100			500		500			John F. Knowlton.....	2080
	500	15,870	450	45		1,118		15,000	Frances Kenrick.....	2081
										2082
				350		350			B. M. Small.....	2083
										2084
20,050						235	5,000	35,000	Flora A. Brooks.....	2085
400	75					120				2086
	15	5,300		220		335			C. E. Hoyt, jr.....	2087
									Fred W. Ward.....	2088
	75	2,834							Maude Averill.....	2089
	400	8,736	200			2,757			Miss A. H. Aldrich.....	2090
									Emily F. Stone.....	2091
	700		800	80		940			Mrs. E. C. Curtis.....	2092
	177	4,314			9	160			Hattie M. Files.....	2093
1,160	98					216			W. J. Corthell.....	2094
										2095

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	MAINE—cont'd.								
2096	Guilford	Free Public Library	1903	Gen	R.	T.	F.	B.	1,501
2097	Hallowell	Hubbard Free Library	1842	Gen	O.	D.	F.	B.	9,000
2098	Hanover	Pierce Library	1895	Gen	F.	C.	F.	C.	1,350
2099	Hebron	Hebron Acad. (Hamlin Lib.)		Sch.	F.	C.	F.	B.	2,000
2100	Houlton	Law Library Association		Law	F.	T.	F.	R.	2,703
2101	do	Ricker Classical Institute		Sch.	F.	C.	Fr.	B.	1,260
2102	Jonesport	Public Library	1893	Gen	R.	T.	F.	B.	1,000
2103	Kennebunk	First Congregational Parish	1862	Gen	F.	C.	Fr.	B.	3,600
2104	do	Free Library Association	1882	Gen	O.	T. C.	F.	B.	3,800
2105	Kennebunkport	Talbot Free Library	1890	Gen	F.	D.	F.	B.	2,400
2106	Kents Hill	Maine Wesleyan Sem. and Col.	1820	Col	F.	T.	F.	B.	9,000
2107	Kittery	Rice Public Library*	1875	Gen	O.	C.	F.	B.	5,610
2108	Lewiston	Bates College	1863	Col	O.	C.	Fr.	B.	21,000
2109	do	Cobb Divinity School	1840	Theo	F.	C.	Fr.	B.	4,441
2110	do	Public Library	1901	Gen	O.	T.	F.	B.	10,000
2111	Limerick	Public Library	1868	Gen	O.	C.	S. Fr.	B.	1,350
2112	Lubec	Public Library	1889	Gen	R.	C.	S.	B.	1,500
2113	Machias	Porter Memorial Library	1881	Gen	O.	T.	F.	B.	4,039
2114	do	Washington County Law Lib.		Law	F.	C.	Fr.	R.	1,400
2115	Madison	Public Library	1886	Gen	R.	T. C.	F.	B.	1,400
2116	Mechanic Falls	Public Library	1888	Gen	R.	T. C.	F.	B.	1,678
2117	Monmouth	Cumston Public Library	1900	Gen	F.	C.	F.	B.	1,850
2118	New Gloucester	Public Library	1889	Gen	O.	T.	F.	B.	3,460
2119	Newport	Public High School		Sch.	F.	T.	Fr.	B.	1,000
2120	do	Public Library	1889	Gen	F.	T.	F.	C.	1,100
2121	New Sharon	Public Library		Gen	O.	T. C.	F.	B.	2,400
2122	North Anson	Anson Academy	1823	Sch.	F.	C.	Fr.	R.	1,000
2123	do	Public Library	1899	Gen	R.	C.	S. Fr.	B.	1,000
2124	North Bridgton	Bridgton Academy		Sch.	F.	C.	F.	B.	1,900
2125	Northeast Harbor	Northeast Harbor Library	1891	Gen	O.	D.	S.	B.	3,840
2126	North Yarmouth	Hamilton Place Library	1893	Gen	F.	C.	Fr.	C.	1,500
2127	Norway	Public Library	1832	Gen	R.	T. D.	F.	B.	7,000
2128	Oakland	Public High School*		Sch.	F.	T.	Fr.	B.	1,000
2129	Ogunquit	Free Memorial Library	1867	Gen	O.	D.	F.	B.	2,056
2130	Old Orchard	Free Public Library	1893	Gen	F.	T.	F.	B.	3,000
2131	Oldtown	Public Library	1892	Gen	F.	T.	F.	B.	3,283
2132	Orono	University of Maine	1863	Col	F.	C.	F.	B.	24,061
2133	do	W. C. T. U. Free Public Lib	1886	Soc	R.	T. C.	F.	B.	2,000
2134	Oxford	Freeland Holmes Library*	1873	Gen	F.	T.	F.	B.	1,200
2135	Paris	Hamlin Memorial Hall	1900	Gen	O.	C.	F.	E.	1,553
2136	Phillips	Free Public Library	1884	Gen	R.	T.	F.	B.	2,626
2137	Pittsfield	Public Library	1895	Gen	R.	T. C.	F.	C.	1,900
2138	Portland	Clark's Circulating Library*	1877	Gen	F.	C.	S.	C.	5,000
2139	do	Greenleaf Law Library		Law	F.	C.	S.	R.	8,500
2140	do	Me. Charitable Mech. Assoc.	1875	Gen	O.	C.	S.	E.	14,780
2141	do	Maine Genealogical Society	1884	Soc	F.	C.	Fr.	R.	2,584
2142	do	Maine Historical Society	1822	Hist	F.	C.	S. Fr.	R.	16,000
2143	do	Portland Soc. of Nat. History	1843	Scien	O.	C.	Fr.	R.	3,476
2144	do	Post Library (Fort Preble)*	1867	Gar.	O.	T.	Fr.	R.	2,412
2145	do	Public High School	1872	Sch.	F.	T.	Fr.	R.	2,500
2146	do	Public Library	1867	Gen	O.	T. C.	F.	B.	53,297
2147	do	Rossini Club	1860	Soc	R.	C.	S.	C.	1,780
2148	do	State School for Boys	1854	Asy.	F.	T. C.	Fr.	B.	2,386
2149	do	Warrens Circulating Library	1901	Gen	R.	C.	S.	C.	4,500
2150	Presque Isle	Library Association*	1870	Gen	F.	D.	S.	C.	1,000
2151	do	Public Library*	1885	Gen	R.	D.	S.	C.	1,800
2152	Richmond	Library Association	1867	Gen	R.	C.	S.	C.	5,105
2153	Ripley	Crocker Free Library	1897	Gen	R.	T.	F.	R.	1,000
2154	Rockland	Public Library	1893	Gen	O.	T.	F.	B.	8,187
2155	Saco	Dyer Library Association	1881	Gen	O.	C.	F.	B.	15,000
2156	do	Thornston Academy (Sweetser School Library).	1889	Sch.	F.	D.	Fr.	B.	3,290
2157	do	York Institute	1867	Hist	O.	C. D.	Fr.	R.	1,000
2158	Sanford	Public Library	1898	Gen	F.	T. C.	F.	B.	2,500
2159	Scarboro	Public Library Association	1897	Gen	O.	C.	F.	B.	1,000
2160	Scarsport	Sears Public Library	1860	Gen	R.	T. D.	F.	R.	1,850
2161	Skowhegan	Free Public Library	1889	Gen	O.	T. C.	F.	B.	10,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	1,501	1,797	\$200			\$200			Ernestine Hale.....	2096
	250	10,000				1,100	\$25,000	\$30,000	Annie F. Page.....	2097
70	86					40			Blanch M. Russell.....	2098
	50				\$60	211	1,000			2099
				\$500	500				John Bluddegan.....	2100
									Harriet F. Holmes.....	2101
12	50	3,000	150	10		160			Mrs. D. D. Kelley.....	2102
		3,000			90	120			Fred P. Hall.....	2103
		8,000	200	20	431	688	10,563	1,500	Ella A. Clark.....	2104
	105	13,000							Annie P. Brooks.....	2105
	400	3,000			300	500	1,000		J. O. Newton.....	2106
500	200	10,869				1,626	30,000	18,000	Caroline A. Woodman.....	2107
	818	5,775		500		580		45,104	H. R. Furinton.....	2108
	100				100	200	2,000		Josephine B. Heywood.....	2109
2,000	349	30,000	5,000			5,000		60,000	Bertha E. Thestrup.....	2110
	20	1,188			3	78	75	1,000	L. W. Case.....	2111
100	150	2,000				275			Miss M. O. Longfellow.....	2112
	29	6,933	400	40		468		13,000	P. H. Longfellow.....	2113
	30								Mrs. C. O. Small.....	2114
400	100			200		510			Lizzie Jewett Butte.....	2115
	150	10,400		330		350			Caroline C. Pierce.....	2116
300	100	4,836	100	100		407			Helen A. Mosely.....	2117
	259		294	33		434				2118
									Sophia H. Howe.....	2119
	50	6,000		220		260			Nellie C. Neal.....	2120
	60		6	40		46				2121
										2122
	150	4,000				100				2123
										2124
10	200	1,500			40	732	1,000		Ina M. Spurling.....	2125
300									Laura A. Hamilton.....	2126
300	350	9,396		495	58	607	2,350		Alice E. Woodcum.....	2127
										2128
	86	3,086							Annie M. Norton.....	2129
1,500	39	7,957		250		300			Mary W. Means.....	2130
	203	13,515	250	25		325			Charlott C. Scott.....	2131
8,000	2,091	6,872				5,332			Ralph K. Jones.....	2132
	50	1,000								2133
35	91									2134
	102	1,874							Una Prentiss Taylor.....	2135
	135		150	15		180			Pearl Hoyt.....	2136
		12,156	400	47		485			Elizabeth G. Kimball.....	2137
										2138
			500		356	864				2139
	488	9,500				1,150		50,000	Charles H. French.....	2140
2,479	60				72	313	1,200		Joseph P. Thompson.....	2141
10,000	450				450	1,085			H. W. Bryant.....	2142
3,442	123				140	342	3,500	8,000	Joseph P. Thompson.....	2143
	24	200			30					2144
	50	500			125				Albro E. Chase.....	2145
5,000	2,400	87,059		6,600	6,889	18,272	99,000	75,000	Alice C. Furbish.....	2146
										2147
				25	42	67	700		E. P. Wentworth.....	2148
	150	7,500				300			J. E. Warren.....	2149
	125					250				2150
	125	5,000				325				2151
200	134	1,700			80	141			Wm. H. Stuart.....	2152
	75								E. H. Ramsdell.....	2153
	646	30,550	2,000	164	35	2,334	1,000	20,000	Nancy I. Burbank.....	2154
	100	27,000						25,000	John Haley.....	2155
	200	3,743			500	500	10,000		Henrietta Moody.....	2156
						300				2157
5,000	100					1,030			Bentley Aveyard.....	2158
150	350	10,350	300	30			500		Emery Moody.....	2159
						107				2160
	25		80							
	320	14,000	500			2,000	12,000	17,000	Clara A. Morrison.....	2161

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MAINE—cont'd.								
2162 Skowhegan	Somerset Bar Law Library .....	.....	Law	F.	T. C.	Fr.	R.	1,000
2163 South Berwick	Fogg Memorial Library	1895	Gen	O.	C.	F.	B.	5,301
2164 South Livermore	Washburn Memorial Library	1883	Gen	O.	D.	F.	B.	2,000
2165 South Paris	Oxford County Law Library	1860	Law	F.	T.	Fr.	R.	1,000
2166 ..do.	Paris Public Library	1855	Gen	R.	C.	S. Fr.	C.	3,120
2167 South Portland	Public Library	1885	Gen	F.	C.	F.	B.	2,500
2168 Southwest Harbor	Tremont Public Library	1880	Gen	O.	T. C.	S. Fr.	B.	1,700
2169 Thomaston	Public Library	1898	Gen	R.	C.	F.	B.	5,497
2170 ..do.	State prison	1824	Asy.	F.	T.	Fr.	C.	2,050
2171 Togus	National Home Library	1866	Govt.	F.	T.	Fr.	B.	9,598
2172 Vassalboro	Oak Grove Seminary and Bailly Institute .....	.....	Sch.	F.	C.	F.	B.	1,000
2173 Vinalhaven	Public Library	1888	Gen	R.	T.	F.	B.	3,150
2174 Waterford	Library Association	1850	Gen	F.	C.	S.	B.	1,350
2175 Waterville	Coburn Classical Institute .....	.....	Sch.	F.	D.	Fr.	B.	3,200
2176 ..do.	Colby College	1818	Col	O.	C.	S. Fr.	B.	39,000
2177 ..do.	Free Library	1896	Gen	R.	T.	F.	B.	3,400
2178 ..do.	Woman's Association	1888	Gen	R.	C.	S. Fr.	B.	3,000
2179 Wayne	Wayne Library	1885	Gen	R.	C.	S.	C.	1,075
2180 Westbrook	Memorial Library	1893	Gen	O.	T. C.	F.	B.	8,600
2181 West Brooksville	Brooksville Public Library	1903	Gen	F.	T.	F.	C.	1,009
2182 West Kennebunk	Temperance Free Lib. Assoc.	1885	Soc	R.	C.	Fr.	C.	1,250
2183 Wilton	Wilton Academy	1867	Sch.	F.	C.	F.	B.	1,000
2184 Winterport	Free Library Association*	1895	Gen	R.	T.	F.	B.	1,300
2185 ..do.	Ladies' Circle	1865	Gen	F.	C.	S. Fr.	C.	1,881
2186 Wiscasset	Lincoln Law Library .....	.....	Law	F.	T.	Fr.	E.	1,500
2187 ..do.	Social Library .....	.....	Gen	F.	C.	S.	B.	2,000
2188 Woodfords	Westbrook Seminary	1799	Col	F.	C.	Fr.	B.	3,000
2189 Yarmouth	North Yarmouth Academy .....	.....	Sch.	F.	C.	Fr.	B.	2,000
2190 Yarmouthville	Hillside Library	1891	Gen	F.	C.	S.	B.	1,300
2191 York Beach	Library Association	1893	Gen	F.	C.	S. Fr.	C.	1,000
2192 York Harbor	York Lib. and Reading Room	1888	Gen	O.	C.	S. Fr.	B.	3,500
MARYLAND.								
2193 Ammendale	Ammendale Normal School .....	.....	Sch.	F.	C.	Fr.	B.	5,340
2194 Annapolis	St. John's College .....	.....	Col	F.	C.	Fr.	B.	10,000
2195 ..do.	State Library	1827	State	F.	T.	Fr.	R.	50,000
2196 ..do.	United States Naval Acad.	1845	Col	O.	T.	Fr.	B.	44,650
2197 Baltimore	Academy of the Visitation	1837	Sch.	F.	C.	Fr.	B.	10,700
2198 ..do.	Archbishop's Library	1808	Theo	F.	C.	Fr.	R.	7,000
2199 ..do.	Baltimore City College .....	.....	Sch.	F.	T.	Fr.	B.	7,000
2200 ..do.	Baltimore Law School .....	.....	Law	F.	C.	Fr.	R.	1,000
2201 ..do.	Baltimore Monthly Meeting of Friends	1799	Gen	F.	C.	Fr.	B.	4,000
2202 ..do.	Balto. Normal School (col.) .....	.....	Sch.	F.	C.	Fr.	B.	2,000
2203 ..do.	B. and O. Employees' Free Circulating Library	1885	Gen	F.	C.	Fr.	C.	15,000
2204 ..do.	Balto. Polytechnic Institute .....	.....	Sch.	F.	T.	Fr.	B.	2,000
2205 ..do.	Boys' Home Society	1866	Asy	O.	C.	Fr.	B.	2,000
2206 ..do.	Bryn Mawr School .....	.....	Sch.	F.	C.	Fr.	B.	1,300
2207 ..do.	Calvert Hall College	1891	Sch.	F.	C.	Fr.	R.	5,210
2208 ..do.	City Library*	1875	Gen	O.	T.	F.	R.	17,000
2209 ..do.	Enoch Pratt Free Library	1882	Gen	O.	D.	F.	B.	219,865
2210 Balto. (Walbrook)	Epiphany Apostolic College	1889	Sch.	F.	C.	F.	R.	1,000
2211 Baltimore	F. Knapp's Institute	1852	Sch.	R.	C.	Fr.	B.	2,900
2212 ..do.	Germania Turnverein Lib.*	1880	Gen	R.	C.	Fr.	B.	1,000
2213 ..do.	Girls' Latin School	1895	Sch.	F.	C.	Fr.	B.	1,143
2214 Baltimore, Sta. D.	House of Refuge	1855	Asy.	F.	C.	Fr.	B.	1,500
2215 Baltimore	I. O. O. F. Library	1845	O. F.	F.	C.	Fr.	B.	30,000
2216 ..do.	Johns Hopkins Hospital Lib.	1849	Med	F.	C.	Fr.	B.	8,000
2217 ..do.	Johns Hopkins University	1876	Col	F.	C.	Fr.	B.	110,000
2218 ..do.	Medical School .....	.....	Med	F.	C.	Fr.	R.	2,500
2219 ..do.	Library Company of the Bal- timore Bar	1840	Law	F.	C.	S. Fr.	R.	20,144
2220 ..do.	Loyola College	1852	Col	F.	C.	Fr.	R.	35,500
2221 ..do.	Maryland Diocesan Library	1879	Theo	O.	C.	Fr.	B.	30,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
						\$500				2162
	341	6, 417			\$160	260	\$18, 000	\$65, 000		2163
	50	200						16, 000	Mentie E. Ayer	2164
	300			\$500		500			Walter L. Gray	2165
	36	2, 560				170	25		Alice B. Knight	2166
500	19					115			Margaret A. Trickett	2167
	69			25		145		1, 060	Mrs. O. W. Cousins	2168
	127	10, 796			562	615	12, 174			2169
321						504			C. A. Plumer	2170
	185	35, 149							Hudson Sawyer	2171
										2172
	153	12, 000		444		444			Thos. J. Lyons	2173
	66					35			Sade W. Knight	2174
958	75	652			150	150	3, 000		Carolyn L. Johnston	2175
20, 000	1, 200	5, 040					4, 736		Edward W. Hall	2176
50	360	20, 486	\$1, 000	50		1, 112			Agnes M. Johnson	2177
		3, 793				100			Miss L. E. McLain	2178
	84	1, 216				68				2179
	525	24, 950	1, 300	130	600	2, 030	10, 000		Eliza M. Atkinson	2180
	600			320		370				2181
		164				2			E. L. Caine	2182
	75	300				70			D. T. Horthorn	2183
200	200	3, 000				210	200			2184
	54	1, 768							Harriet N. Abbott	2185
				150		150			Charles L. Macurda	2186
										2187
	50	1, 000								2188
50	90	1, 500							Ellen S. Mitchell	2189
	250					500			W. N. Gough	2190
										2191
										2192
					500	500			F. E. Daniels	2193
800	150								Anne Burton Jeffers	2194
2, 000	900			5, 100		5, 100			A. N. Brown	2195
	1, 486	10, 379		2, 000		2, 000			Sisters of the Visitation	2196
700										2197
										2198
										2199
	33	900							Mabel M. Reese	2200
										2201
	200	30, 000							A. M. Irving	2202
										2203
	50									2204
										2205
										2206
										2207
15, 000	6, 185	634, 243			54, 220	56, 773	1, 250, 000		Bernard C. Steiner	2208
										2209
										2210
										2211
										2212
	100	30								2213
		10, 000								2214
						700			Benj. F. Cooper	2215
100, 000	5, 000								Eva Minnie W. Blogg	2216
									N. Murray	2217
										2218
202	427					8, 683	5, 000		Andrew H. Mettee	2219
										2220
	574	686			528	2, 163		12, 000	John F. Quirk, S. J.	2221
									G. B. Utley	2222

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MARYLAND—CON.								
2222 Baltimore.....	Maryland Historical Society..	1844	Hist..	O.	C.	S. Fr.	B.	41,000
2223 ..do.....	Maryland Inst. for the Promo- tion of the Mechanic Arts.	1847	Gen..	O.	C.	S.	R.	20,461
2224 ..do.....	Maryland Penitentiary.....	1840	Asy...	F.	T.	Fr.	B.	4,200
2225 ..do.....	Maryland Pythian Library...	1877	Soc...	F.	C.	Fr.	C.	8,500
2226 ..do.....	Maryland School for the Blind	1853	Asy...	F.	T.	Fr.	B.	2,762
2227 ..do.....	Maryland State Homeopathic Medical Society.*		Med...	F.	T.	Fr.	B.	1,000
2228 ..do.....	Maryland State Normal School	1865	Sch...	F.	T.	Fr.	R.	4,600
2229 ..do.....	Masonic Library Association.		Mas...	F.	C.	Fr.	B.	4,000
2230 ..do.....	Medical and Chirurgical Fac- ulty of Maryland.	1830	Med...	O.	C.	S.	B.	13,260
2231 ..do.....	Morgan College.....	1867	Col...	F.	C.	F.	B.	4,000
2232 Baltimore, Sta. D.....	Mount St. Joseph's College...	1876	Sch...	F.	C.	S.	B.	7,000
2233 Baltimore.....	New Mercantile Library.....	1888	Gen...	R.	C.	S.	C.	72,000
2234 ..do.....	Notre Dame of Maryland.....	1896	Col...	F.	C.	Fr.	B.	4,500
2235 ..do.....	Peabody Library.....	1857	Gen...	O.	C.	F.	R.	148,000
2236 ..do.....	Red Men's Library (Im- proved Order).	1858	Soc...	F.	T.	Fr.	B.	4,000
2237 ..do.....	St. Joseph's Seminary.....	1888	Theo...	F.	C.	F.	B.	9,000
2238 ..do.....	St. Mary's Seminary.....	1791	Theo...	O.	C.	Fr.	R.	30,000
2239 ..do.....	Samuel Ready School (The)*.		Sch...	F.	C.	Fr.	R.	1,154
2240 Baltimore, Sta. K.....	Sparrow Point Free Library...	1891	Gen...	F.	C.	F.	C.	1,150
2241 Baltimore.....	Southern Home School.....		Sch...	F.	C.	Fr.	B.	2,000
2242 ..do.....	Univ. of Maryland Law Sch...	1884	Law...	F.	C.	S.	R.	1,000
2243 ..do.....	Univ. of Md. Sch. of Medicine.	1813	Med...	F.	C.	S. Fr.	B.	2,500
2244 ..do.....	Woman's Col. of Baltimore...	1888	Col...	F.	C.	Fr.	R.	12,000
2245 Cambridge.....	Cambridge Library.....	1901	Gen...	R.	C.	S.	C.	1,300
2246 Catonsville.....	Mount De Sales Academy*...	1852	Sch...	F.	C.	S.	R.	5,000
2247 Charlotte Hall.....	Charlotte Hall School.....		Sch...	F.	C.	Fr.	B.	2,000
2248 Cheltenham.....	House of Reformation (for colored boys).	1893	Asy...	F.	T.	Fr.	B.	1,800
2249 Chestertown.....	Washington College.....	1783	Col...	F.	C.	Fr.	B.	3,000
2250 Col. of St. James.....	Col. of St. James-Irving Soc.*	1842	Sch...	O.	C.	S.	C.	14,000
2251 College Park.....	Maryland Agricultural Col...	1859	Col...	F.	C.	Fr.	B.	3,750
2252 Cumberland.....	Allegany County High School.		Sch...	F.	T.	F.	B.	1,500
2253 Ellicott City.....	Rock Hill College.....	1857	Col...	F.	C.	S.	R.	8,000
2254 ..do.....	St. Charles College.....	1848	Col...	F.	C.	Fr.	B.	15,500
	Reading room for stu- dents.		C. Soc.	F.	C.	Fr.	C.	4,000
2255 Emmitsburg.....	St. Joseph's Academy.....	1809	Sch...	F.	C.	Fr.	R.	4,000
2256 Forest Glen.....	National Park Seminary.....		Sch...	F.	C.	Fr.	B.	1,000
2257 Frederick.....	Frederick College.....	1797	Sch...	F.	C.	F.	B.	6,000
2258 ..do.....	Law Lib. of Frederick County.	1880	Law...	R.	C.	S.	R.	3,000
2259 ..do.....	Maryland School for the Deaf.	1870	Asy...	F.	T.	Fr.	B.	4,121
2260 ..do.....	St. John's Lit. Institution.....		Sch...	F.	C.	F.	B.	8,000
2261 ..do.....	Woman's College.....	1893	Col...	F.	C.	S.	B.	3,000
2262 Gaithersburg.....	Fair View Seminary.....		Sch...	F.	C.	Fr.	B.	1,000
2263 Girdle tree.....	High School.....	1899	Sch...	F.	C.	Fr.	R.	1,450
2264 Hagerstown.....	Kee Mar College.....	1852	Col...	F.	C.	S.	B.	3,000
2265 ..do.....	Washington County Free Lib.	1901	Gen...	O.	T. D.	F.	B.	11,000
2266 ..do.....	Y. M. C. A. Library.....	1895	Y. M.	R.	C.	F.	B.	3,000
2267 Ilchester.....	Ilchester College (Redemptor- ist Library).	1867	Theo...	F.	C.	Fr.	B.	18,000
2268 Laurel.....	Laurel Library.....	1897	Gen...	F.	T.	Fr.	R.	1,000
2269 Lutherville.....	Maryland College for Women.	1853	Col...	F.	C.	S.	B.	1,000
2270 McDonogh.....	McDonogh School.....	1873	Sch...	F.	C.	Fr.	B.	4,000
2271 Mount St. Marys.....	Mount St. Mary's College.....	1808	Col...	F.	C.	Fr.	B.	26,000
2272 Mt. Washington.....	Mount St. Agnes College.....	1867	Sch...	F.	C.	S.	R.	2,000
2273 New Windsor.....	New Windsor College.....		Col...	F.	C.	Fr.	B.	2,000
2274 Port Deposit.....	Jacob Tome Institute.....	1894	Sch...	F.	C.	Fr.	B.	8,000
2275 Reisterstown.....	Tillard Memorial Free Lib.	1888	Gen...	R.	C.	F.	C.	1,854
2276 St. George.....	St. George's Hall for Boys*...	1876	Sch...	F.	C.	Fr.	R.	1,000
2277 St. James School.....	St. James Sch. (Irving Soc. Lib.)	1850	Sch...	F.	C.	Fr.	R.	10,000
2278 Westernport.....	Public School.....	1891	Sch...	F.	T.	Fr.	C.	1,350
2279 Westminster.....	Western Maryland College.....	1870	Col...	F.	C.	Fr.	R.	6,500
2280 ..do.....	Westminster Theological Sem.	1882	Theo...	F.	D.	S.	R.	3,000
2281 Woodstock.....	Woodstock College.....	1863	Theo...	O.	C.	Fr.	B.	67,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
12,000	541					\$7,500			George W. McCreary.....	2222
	118								Thos. B. Everist.....	2223
	900									2224
	200	5,000				336				2225
1,122	95			\$325		325				2226
										2227
						400			E. B. Prettyman.....	2228
4,758	810	1,974				2,600	\$3,000	\$18,000	George H. Rogers.....	2229
									Marcia C. Noyes.....	2230
										2231
640	75					190			Brother Bede.....	2232
									Margaret F. Watkins.....	2233
										2234
18,000	3,000				\$10,000	10,000			P. R. Uhler.....	2235
100	5	300	\$50			50			James D. Gorsuch.....	2236
1,000	500									2237
										2238
		540								2239
						72				2240
										2241
1,000									Eugene F. Cordell, M. D.....	2242
300	128								Joseph S. Sheffield.....	2243
	200					149				2244
										2245
									B. S. Lucas.....	2246
										2247
										2248
										2249
	150								E. T. Harrison.....	2250
										2251
5,000	50									2252
	650				240	380	5,000		P. F. Roux.....	2253
									Rev. P. Mahon.....	2254
									Sister Henrietta.....	2255
										2256
200	150					800			E. E. Cates.....	2257
	47									2258
										2259
	150					300	100		Susan H. Garrott.....	2260
										2261
	5								Sallie Redden.....	2262
										2263
	1,000	75,000		2,500	2,500	5,500	50,000		Mary L. Titcomb.....	2264
										2265
200									Joseph C. Hild, C. S. S. R.....	2266
										2267
	100								Edward Phelps.....	2268
	20									2269
	100								Frank B. Crawford.....	2270
									W. L. O'Harra.....	2271
										2272
1,000	780	3,104			2,250	2,250			Mary R. Caldwell.....	2273
	55	2,500				96				2274
										2275
		700								2276
										2277
	150								Miss Mary Lewis.....	2278
									Mrs. F. M. Handy.....	2279
400									Hugh L. Elderdice.....	2280
10,000	500							50,000	A. J. Maas.....	2281

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MASSACHUSETTS.								
2282 Abington	Public Library	1878	Gen ..	R.	T.	F.	B.	13,873
2283 Acton	Acton Memorial Library	1890	Gen ..	O.	T. D.	F.	B.	8,200
2284 Adams	Free Public Library	1863	Gen ..	O.	T.	F.	B.	10,900
2285 Agawam	Free Public Library *	1870	Gen ..	F.	T.	F.	B.	2,400
2286 Amesbury	Public Library	1856	Gen ..	O.	T. D.	F.	B.	11,009
2287 ..do.	Y. M. C. A. Library	1888	Y. M. F.	C.	S. Fr.	B.	B.	2,000
2288 Amherst	Amherst College	1821	Col ..	O.	C.	Fr.	B.	77,000
2289 ..do.	Mass. Agricultural College	1883	Col ..	F.	T.	F.	B.	24,258
2290 ..do.	Public Library	1888	Gen ..	F.	T.	F.	B.	9,605
2291 Andover	Abbot Academy	1829	Sch ..	F.	C.	Fr.	R.	5,000
2292 ..do.	Andover Theological Sem.	1804	Theo ..	O.	C.	Fr.	B.	54,200
2293 ..do.	Memorial Hall Library	1873	Gen ..	O.	D.	F.	B.	16,330
2294 ..do.	Phillips Academy	1887	Sch ..	F.	C.	Fr.	B.	4,000
2295 ..do.	Taylor Memorial Library *	1788	Sch ..	F.	C.	Fr.	B.	3,300
2296 Arlington	Pub. High Sch. (B. E. C. Lib.) ..	1887	Sch ..	F.	T.	Fr.	B.	1,200
2297 ..do.	Robbins Library	1835	Gen ..	O.	T. D.	F.	B.	18,453
2298 Ashburnham	Cushing Academy	1875	Sch ..	F.	D.	Fr.	B.	2,000
2299 Ashby	Free Public Library	1887	Gen ..	O.	T.	F.	B.	3,273
2300 Ashfield	Public Library	1887	Gen ..	F.	C.	F.	B.	5,350
2301 ..do.	Sanderson Academy and High School *	1887	Sch ..	F.	T.	Fr.	B.	5,000
2302 Ashland	Public Library	1887	Gen ..	F.	T.	F.	B.	6,000
2303 Assonet	Gulford H. Hathaway Lib.	1892	Gen ..	O.	T.	F.	B.	1,256
2304 Athol	Public Library	1882	Gen ..	R.	T.	F.	B.	6,023
2305 Attleboro	Public Library	1885	Gen ..	R.	T.	F.	B.	8,341
2306 Auburn	Public Library *	1872	Gen ..	R.	T.	F.	C.	2,500
2307 Auburndale	Lasell Seminary	1851	Sch ..	F.	C.	Fr.	R.	2,117
2308 Avon	Free Public Library	1892	Gen ..	F.	T.	F.	B.	2,888
2309 Ayer	Ayer Library	1871	Gen ..	O.	T.	F.	B.	8,000
2310 Barnstable	Sturgis Library	1867	Gen ..	O.	D.	F.	B.	14,648
2311 Barre	Woods Memorial Library	1857	Gen ..	O.	T. C.	F.	B.	10,000
2312 Becket	Becket Athenæum	1888	Gen ..	O.	T. C.	F.	B.	1,750
2313 Bedford	Free Public Lib. Corporation ..	1840	Gen ..	F.	T. D.	F.	B.	6,356
2314 Belchertown	Clapp Memorial Library	1887	Gen ..	O.	T. C.	F.	B.	7,209
2315 Belleville	Mitchell's Military Boys Sch.	1887	Sch ..	O.	T. C.	F.	B.	1,000
2316 ..do.	Public Library (Bennett)	1880	Gen ..	O.	D.	F.	B.	4,078
2317 Bellingham	Free Public Library	1895	Gen ..	F.	T.	F.	B.	1,569
2318 Belmont	Public Library	1863	Gen ..	O.	T.	F.	B.	11,659
2319 Berlin	Free Public Library	1891	Gen ..	F.	T.	F.	B.	1,699
2320 Bernardston	Cushman Library	1862	Gen ..	O.	T. D.	F.	B.	7,472
2321 Beverly	Public Library	1855	Gen ..	F.	T.	F.	B.	24,624
2322 Blackinton	Free Library *	1859	Gen ..	F.	T.	F.	B.	3,502
2323 Blackstone	Public Library	1889	Gen ..	R.	T.	F.	B.	6,693
2324 Blandford	Free Library	1892	Gen ..	O.	T.	F.	B.	2,700
2325 Bolton	Public Library	1856	Gen ..	F.	T.	F.	B.	3,306
2326 Boston	Academy of Notre Dame	1849	Gen ..	F.	C.	Fr.	R.	5,000
2327 Boston (618 Massa- chusetts ave.).	Academy of the Sacred Heart * ..	1887	Sch ..	F.	C.	Fr.	B.	1,400
2328 Boston (Back Bay)	American Academy of Arts and Sciences	1780	Sci. ...	R.	C.	S. Fr.	B.	25,000
2329 Boston (25 Bea- con st.).	American Unitarian Associa- tion	1880	Theo ..	F.	C.	F.	R.	1,000
2330 Boston (14 Bea- con st.).	American Board of Commis- sioners for Foreign Missions.	1810	Theo ..	R.	C.	F.	R.	9,253
2331 Boston	Appalachian Mountain Club ..	1876	Sci. ...	R.	C.	F.	B.	2,000
2332 ..do.	Bibliothek des Boston Turn- vereins	1865	Soc ...	O.	C.	S.	B.	3,503
2333 ..do.	Boston Athenæum	1807	Gen ..	O.	C.	S.	B.	209,000
2334 ..do.	Boston Bar Association	1885	Law ..	F.	C.	S.	R.	8,502
2335 Boston (818 Harri- son avenue).	Boston City Hospital (Med- ical Library)	1864	Med ..	F.	T. C.	Fr.	B.	3,817
2336 Boston	Boston College	1862	Col ..	F.	C.	Fr.	R.	45,000
2337 ..do.	Bostonian Society Library	1881	Soc ...	R.	C.	F.	R.	2,500
2338 Boston (Mattapan Station).	Boston Insane Hospital	1860	Asy ..	F.	T.	Fr.	C.	1,000
2339 Boston	Boston Latin School Assoc.	1635	Sch ...	F.	C.	Fr.	R.	5,316
2340 Boston (Back Bay)	Boston Library Society	1792	Soc ...	O.	C.	S. Fr.	B.	39,636

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			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
.....	350	23,564	\$1,349	.....	.....	\$1,426	.....	.....	Sara A. Loud.....
.....	400	6,685	600	\$181	.....	939	\$5,000	\$20,000	Author F. Davis... 2282
.....	621	34,512	.....	3,000	.....	3,305	.....	.....	Lucy C. Richmond... 2283
.....	150	4,679	300	.....	.....	300	.....	.....	..... 2284
.....	564	28,441	1,708	.....	\$350	2,118	12,000	25,000	Alice C. Hollansbee 2285
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2286
.....	2,300	7,000	.....	.....	4,580	4,636	85,000	50,000	W. C. Myers..... 2287
.....	1,320	.....	.....	2,000	422	2,422	10,546	.....	Wm. I. Fletcher... 2288
.....	.....	24,000	.....	425	40	607	.....	.....	E. Frances Hall... 2289
.....	100	.....	.....	.....	.....	.....	1,000	.....	Mary M. Robinson 2290
30,500	720	.....	.....	.....	.....	.....	.....	.....	Mabelle E. Boshier 2291
8,260	278	17,286	.....	.....	1,600	2,623	35,600	30,000	William L. Ropes... 2292
.....	.....	.....	.....	.....	.....	.....	.....	.....	Ballard Holt..... 2293
.....	150	.....	.....	.....	.....	280	.....	.....	..... 2294
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2295
.....	799	43,914	.....	3,000	2,684	6,613	65,300	150,000	Elizabeth J. Newton 2296
.....	.....	.....	.....	.....	.....	.....	.....	.....	Louise H. Mins... 2297
97	150	4,609	.....	400	.....	462	.....	.....	Eliza A. Kendall... 2298
.....	.....	6,000	.....	.....	.....	.....	1,000	.....	Julia A. Williams... 2299
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2300
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2301
.....	100	.....	.....	.....	.....	.....	.....	.....	Emily Metcalf..... 2302
12	50	1,000	.....	75	.....	85	500	1,000	M. Florence Dean... 2303
.....	91	10,343	.....	703	.....	723	.....	.....	..... 2304
.....	341	43,882	2,500	.....	.....	2,500	.....	.....	Letitia S. Allen... 2305
.....	120	1,435	.....	.....	.....	.....	.....	.....	..... 2306
.....	.....	.....	.....	.....	.....	.....	.....	.....	L. Evelyn Bates... 2307
.....	312	8,756	.....	530	20	560	500	.....	H. W. Blanchard... 2308
236	164	13,555	800	.....	16	845	.....	.....	May M. Fletcher... 2309
.....	151	5,000	.....	.....	.....	.....	15,000	.....	Elizabeth C. Nye... 2310
.....	391	10,602	400	.....	1,650	2,075	30,603	30,000	..... 2311
.....	.....	867	25	.....	16	62	388	700	Eliza Millard..... 2312
.....	256	7,514	225	195	210	651	3,350	.....	..... 2313
.....	80	10,078	.....	365	365	730	9,000	40,000	Lydia A. Burton... 2314
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2315
.....	153	4,384	.....	.....	.....	.....	8,000	.....	Fannie S. Paige... 2316
.....	150	.....	.....	125	.....	131	.....	.....	Sara T. Rockwood... 2317
.....	582	15,340	317	2,500	.....	2,818	.....	40,000	Ada Thurston..... 2318
.....	110	2,431	143	.....	.....	151	.....	.....	Alice C. Babcock... 2319
.....	400	9,000	100	.....	300	400	.....	.....	Mrs. Charles R. Hills 2320
.....	1,225	62,403	.....	3,896	.....	3,896	.....	.....	Martha P. Smith... 2321
.....	96	5,053	.....	.....	.....	432	.....	.....	..... 2322
.....	168	6,893	636	.....	.....	646	.....	.....	F. E. Curran..... 2323
.....	216	2,652	175	.....	.....	183	.....	8,000	Hattie P. Herrick... 2324
.....	93	3,022	.....	.....	.....	.....	.....	.....	Fidelia C. Newton... 2325
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2326
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2327
5,000	564	69	.....	.....	.....	.....	104,000	.....	A. Lawrence Rotch... 2328
.....	.....	.....	.....	.....	.....	400	.....	.....	Laura C. Cornish... 2329
.....	194	.....	.....	.....	.....	.....	.....	.....	Judson Smith..... 2330
.....	100	500	.....	.....	.....	250	.....	.....	John Ritchie, jr... 2331
.....	.....	350	.....	.....	.....	.....	.....	.....	Dr. F. E. Chandler... 2332
48,000	4,783	56,956	.....	.....	38,965	46,464	579,130	199,303	Charles K. Bolton... 2333
.....	.....	.....	.....	.....	1,000	1,000	.....	.....	A. M. Phillips Porter 2334
.....	197	.....	.....	90	150	240	3,750	.....	..... 2335
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2336
.....	118	.....	.....	.....	.....	.....	.....	.....	..... 2337
.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 2338
.....	38	.....	.....	.....	.....	.....	.....	.....	Arthur I. Fiske..... 2339
.....	511	7,420	.....	.....	763	7,027	18,500	30,000	Luella M. Eaton... 2340

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS — continued.								
2341	Boston (The Fenway).	Boston Medical Library	1875	Med ..	O.	C.	S. Fr.	B.	39,856
2342	Boston	Boston Normal School	1872	Sch ...	F.	T.	Fr.	B.	3,500
2343	do.	Boston Scientific Society	1876	Sci.	R.	C.	F.	B.	1,600
2344	do.	Boston Soc. of Civil Engineers. 1848	1848	Sci.	R.	C.	S.	B.	5,000
2345	do.	Boston Soc. of Natural History 1830	1830	Sci.	O.	C.	Fr.	R.	27,971
2346	do.	Boston University College of Liberal Arts. 1882	1882	Col ...	F.	C.	Fr.	B.	7,560
2347	do.	Law School	1872	Law ..	F.	C.	Fr.	R.	10,000
2348	do.	Medical Library	1873	Med ...	F.	C.	Fr.	B.	4,500
2349	do.	School of Theology	1873	Theo ...	F.	C.	Fr.	B.	6,000
2350	do.	Bureau of Statistics of Labor. 1873	1873	State ...	F.	T.	Fr.	R.	3,000
2351	Boston (5 Somerset street).	Carter's Circulating Library	1882	Gen ...	R.	C.	S. Fr.	C.	25,000
2352	Boston (253 Commonwealth ave.)	Chamberlayne's (Miss) School for Girls. ....	.....	Sch ...	F.	C.	Fr.	B.	2,000
2353	Boston (Charlestown).	Charlestown High School*	1850	Sch ...	F.	T.	F.	R.	2,256
2354	Boston	College of Physicians and Surgeons Library.* .....	.....	Med ..	F.	C.	Fr.	R.	1,500
2355	do.	Congregational Library	1853	Theo ...	F.	C.	Fr.	R.	51,111
2356	do.	Directory Library	1846	Mer ...	R.	C.	Fr.	B.	5,000
2357	do.	Dorchester High School .....	.....	Sch ...	F.	D.	Fr.	B.	3,000
2358	do.	English High School .....	.....	Sch ...	F.	C.	Fr.	R.	2,000
2359	Boston (Box 1486).	Farm School	1814	Sch ...	F.	C.	Fr.	B.	1,450
2360	Boston (618 Massachusetts avenue)	Female Academy of the Sacred Heart. ....	.....	Sch ...	F.	C.	Fr.	B.	1,852
2361	Boston	Franklin Typographical Soc.	1824	Soc ...	O.	C.	S.	B.	3,005
2362	do.	Frye School .....	.....	Sch ...	F.	C.	Fr.	B.	1,000
2363	Boston (53 Mt. Vernon street).	General Theological Library.	1860	Theo ...	O.	C.	F.	B.	21,000
2364	Boston	Girls' High School	1832	Sch ...	F.	T.	Fr.	R.	4,000
2365	do.	Girls' Latin School	1878	Sch ...	F.	T.	Fr.	B.	1,275
2366	do.	Grand Lodge of Masons in Massachusetts.	1872	Mas ...	F.	C.	Fr.	R.	6,000
2367	do.	Harvard Medical School .....	.....	Med ...	F.	C.	Fr.	R.	2,279
2368	do.	Harvard Musical Assoc. Lib.	1837	Soc ...	O.	C.	S.	B.	5,010
2369	do.	Hopkinson School .....	.....	Sch ...	F.	C.	Fr.	B.	2,000
2370	do.	Horace Mann Sch. for the Deaf .....	.....	Asy ...	F.	T.	Fr.	B.	1,130
2371	Boston (Deer Island).	House of Correction Library*	1898	Asy ...	F.	T.	Fr.	B.	4,442
2372	Boston	Insurance Library of Boston.	1887	Mer ...	R.	C.	S. Fr.	B.	3,400
2373	do.	Mass. College of Pharmacy	1867	Med ...	F.	C.	Fr.	R.	5,559
2374	do.	Massachusetts General Hospital (Treadwell Library).	1847	Med ...	F.	C.	S.	B.	5,935
2375	do.	Massachusetts Historical Soc.	1791	Hist ...	O.	C.	F.	C.	42,000
2376	do.	Massachusetts Hort. Society	1829	Sci.	F.	C.	Fr.	B.	10,000
2377	do.	Mass. Institute of Technology	1829	Col ...	F.	C.	Fr.	B.	60,727
2378	do.	Mass. New Church Union	1864	Theo ...	O.	C.	F.	B.	1,900
2379	do.	Soc. of Mayflower Descendants	1895	Hist ...	R.	C.	Fr.	R.	1,000
2380	do.	Military Hist. Soc. of Mass.	1876	Hist ...	F.	C.	S. Fr.	R.	4,000
2381	Boston (Brighton)	Mount St. Joseph Academy* .....	.....	Sch ...	F.	C.	S. Fr.	B.	1,595
2382	Boston	Museum of Fine Arts Library	1879	Hist ...	F.	C.	F.	R.	3,500
2383	Boston (18 Somerset street).	New England Historic Genealogical Society	1845	Hist ...	O.	C.	F.	B.	30,000
2384	Boston (Bromfield street).	New England Methodist Historical Society.	1880	Hist ..	F.	C.	S. Fr.	R.	4,741
2385	Boston	North Bennet Industrial Sch.	1884	Sch ...	F.	T. C.	F.	B.	3,500
2386	Boston (Roxbury)	Notre Dame Academy	1854	Sch ...	F.	C.	Fr.	R.	5,750
2387	Boston (South) ..	Payne's Circulating Library	1869	Gen ...	R.	C.	S.	C.	4,000
2388	do.	Perkins Inst. and Mass. School for the Blind.	1833	Asy ...	F.	C.	F.	B.	17,997
2389	Boston (Ft. Warren)	Post Library .....	.....	Gar ...	F.	T.	Fr.	B.	1,436
2390	Boston	Public Latin School .....	.....	Sch ...	F.	T.	Fr.	B.	5,200
2391	Boston (Back Bay)	Pub. Lib. of the City of Boston	1854	Gen ...	F.	T. D.	F.	B.	848,334
2392	Boston (Roxbury)	Roxbury High School	1852	Sch ...	F.	T.	Fr.	B.	5,000
2393	do.	Roxbury Latin School	1645	Sch ...	F.	C.	Fr.	R.	3,200

* Statistics of 1900.

a Including branches.

States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
20,554					\$358	\$11,331	\$14,914	\$192,355	James R. Chadwick, M. D.	2341
300	175								Wallace C. Boyden	2342
2,000	100								John Ritchie, jr.	2343
	200									2344
15,845	543	825			13,174	16,344			Glover M. Allen	2345
	286	1,858							Thomas B. Lindsay	2346
										2347
	50	1,400							A. T. Lovering	2348
										2349
13,192	100								Chas. F. Tidgin	2350
190	1,000	65,900							Hattie M. Baker	2351
										2352
									Catherine J. Chamberlayne.	2353
100	25									2354
										2355
50,410	866				341	1,671	10,600		William H. Cobb	2356
	125								Wm. E. Murdock	2357
	100	800								2358
		1,050								2359
										2360
500	150	500			35	35			Shepard Howland	2361
5,000	640				1,050	4,778	23,000	40,000	Rev. George A. Jackson	2362
	9									2363
									Clara H. Hanks	2364
1,500	200								S. D. Nickerson	2365
										2366
	168	185				592			Ernest O. Hiler	2367
										2368
		21,238								2369
500	251				367	6,311	11,927		D. N. Handy	2370
	140									2371
1,923	207	171					5,000			2372
										2373
105,000	600								Samuel A. Green	2374
12,000									Wm. P. Rich	2375
	17	288			16	16			Edward A. Whiston	2376
	140									2377
150	100				500	1,650	1,100		Evelyn M. Turner	2378
										2379
3,500	467			\$24,000		2,400				2380
31,000	727				4,884	6,997		43,875	Wm. P. Greenlaw	2381
										2382
18,948	12						2,472		Geo. Whitaker, D. D.	2383
	50	24,000							Edith Guerrier	2384
	75								Sisters of Notre Dame	2385
									Harrison B. Payne	2386
							118,500		Sarah E. Lane	2387
										2388
	202									2389
										2390
34,635	1,489,033			300,000	11,881	331,508	330,150		Horace G. Wadlin	2391
	78									2392
	550				250	300				2393

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS— continued.								
2394	Boston (Ruggles st)	Ruggles St. Bap. Bible School	1870	Theo	F.	C.	Fr.	C.	1,203
2395	Boston (Brighton)	St. John's Seminary	1883	Theo	F.	C.	Fr.	B.	17,000
2396	Boston	Social Law Library	1804	Law	F.	C.	S. Fr.	B.	35,000
2397	do.	State Board of Health of Mass.	1869	State	F.	T.	Fr.	R.	3,500
2398	do.	State Library of Massachusetts	1826	State	F.	T.	Fr.	R.	120,000
2399	Boston (E. Harbor)	Suffolk Co. House of Cor.	1897	Asy.	F.	T.	Fr.	B.	5,461
2400	Boston	Warren's Circulating Library	1875	Gen	R.	C.	S.	C.	1,500
2401	do.	Weeks (Miss) and Lougee's (Miss) School for Girls.	1893	Sch	R.	C.	Fr.	R.	2,500
2402	do.	Wells Memorial Institute	1879	Gen	F.	C.	S. Fr.	B.	1,200
2403	Boston (Jamaica Plain).	West Roxbury High School		Sch	F.	T.	Fr.	R.	1,356
2404	Boston	Y. M. C. A. Library	1851	Y. M.	F.	C.	S.	B.	6,322
2405	Boston (Back Bay)	Young Men's Library *		Soc	F.	C.	S.	B.	7,200
2406	Boston (48 Boyl- ston).	Y. M. C. Union Library	1851	Soc	O.	C.	S.	B.	16,782
2407	Boston (40 Berke- ley street).	Y. W. C. A. Library		Y. W.	F.	C.	Fr.	B.	1,000
2408	Bourne	Jonathan Bourne Library		Gen	O.	T.	F.	B.	2,500
2409	Boxford	Public Library	1873	Gen	O.	C.	F.	C.	2,200
2410	Bradford	Bradford Academy	1803	Sch	F.	C.	Fr.	B.	6,000
2411	Brewster	Ladies' Library		Gen	O.	C.	F.	B.	3,000
2412	Bridgewater	Memorial Public Library	1879	Gen	O.	T.	F.	B.	12,802
2413	do.	State Normal School	1840	Sch	F.	T.	Fr.	B.	8,461
2414	Brimfield	Hitchcock Free Academy	1871	Sch	F.	C.	F.	B.	5,000
2415	do.	Public Library	1877	Gen	F.	T.	F.	C.	4,000
2416	Brockton	Public High School		Sch	F.	T.	Fr.	R.	3,000
2417	do.	Public Library	1867	Gen	F.	T.	F.	B.	43,310
2418	Brookfield	Merrick Public Library	1867	Gen	O.	T. D.	F.	B.	14,549
2419	Brookline	Public High School	1895	Sch	F.	T.	Fr.	R.	1,300
2420	do.	Public Library	1857	Gen	O.	T.	F.	B.	62,283
2421	Buckland	Public Church Library	1890	Gen	O.	C.	F.	B.	2,905
2422	Burlington	Public Library	1857	Gen	O.	C.	T.	F.	3,330
2423	Cambridge	Abbott Parker's Library	1878	Gen	R.	C.	S.	C.	4,500
2424	do.	Cambridge Latin School *	1866	Sch	F.	T.	F.	R.	1,000
2425	do.	Cambridge School for Girls *	1866	Sch	F.	T.	Fr.	R.	1,000
2426	do.	Cambridge Social Union	1871	Soc	O.	C.	S. Fr.	B.	5,300
2427	do.	East End Christian Union	1889	Soc	F.	C.	F.	B.	1,500
2428	do.	English High School	1847	Sch	F.	T.	Fr.	R.	3,225
2429	do.	Episcopal Theological School	1867	Theo	O.	C.	Fr.	B.	12,000
2430	do.	Gilman Sch. for Young Ladies.	1886	Sch	F.	C.	Fr.	R.	1,000
2431	do.	Harvard University	1638	Col	O.	C.	Fr.	B.	453,000
2432	do.	Alpha Delta Phi Club	1836	C. Soc.	F.	C.	Fr.	R.	4,825
2433	do.	Arnold Arboretum	1892	Sci.	O.	C.	Fr.	R.	9,432
2434	do.	Bussey Institution	1871	Sci.	F.	C.	Fr.	B.	4,400
2435	do.	Divinity School		Theo	F.	C.	Fr.	B.	33,184
2436	do.	Gray Herbarium	1864	Sci.	F.	C.	Fr.	R.	8,333
2437	do.	Harvard Union		C. Soc.	F.	C.	Fr.	R.	6,506
2438	do.	Law Library	1820	Law	O.	C.	Fr.	R.	67,000
2439	do.	Lawrence Scientific Sch.	1847	Sci.		C.	Fr.	R.	6,568
2440	do.	Museum of Comparative Zoology.		Sci.	F.	C.	Fr.	B.	38,082
2441	do.	Peabody Museum (An- thropological Library).	1866	Sci.	F.	C.	Fr.	B.	3,017
2442	do.	Phillips Observatory	1849	Sci.	F.	C.	Fr.	R.	10,400
2443	do.	Poreclian Club	1791	C. Soc.	F.	C.	Fr.	B.	11,500
2444	do.	Laboratory and class room libraries.*		Sci.	F.	C.	Fr.	B.	28,000
2445	do.	Twenty-eight special reference libraries.		Sci.	F.	C.	Fr.	R.	37,200
2446	do.	Latin School	1886	Sch	F.	T.	Fr.	R.	1,000
2447	do.	Lee School Library		Sch	F.	C.	Fr.	B.	1,000
2448	do.	Middlesex Law Lib. Assoc. *	1815	Law	F.	T.	Fr.	R.	35,000
2449	do.	New Church Theo. School	1875	Sch	O.	C.	Fr.	R.	2,100
2450	do.	Public Library	1857	Gen	O.	T.	F.	B.	62,101
2451	do.	Radcliffe College	1879	Col	F.	C.	Fr.	B.	18,850

*Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MASSACHUSETTS— continued.								
2452 Canton.....	Public Library.....		Gen	O.	T. D.	F.	B.	11,300
2453 Carlisle.....	Gleason Library.....	1872	Gen	O.	T.	F.	B.	3,000
2454 Centerville.....	Public Library.....	1870	Gen	O.	C.	F.	R.	1,100
2455 Charlemont.....	Free Library.....		Gen	F.	T.	F.	B.	1,785
2456 Charlestown.....	State Prison.....	1805	Asy.	F.	T.	Fr.	B.	7,238
2457 Charlton.....	Free Public Library.....	1889	Gen	F.	T.	F.	B.	3,071
2458 Chatham.....	Eldridge Public Library.....	1886	Gen	O.	T. C.	F.	B.	4,000
2459 Chelmsford.....	Adams Library.....	1694	Gen	O.	T.	F.	B.	7,071
2460 Chelsea.....	Fitz Public Library.....	1868	Gen	O.	T.	F.	B.	18,850
2461 Cheshire.....	Cheshire Library.....	1866	Gen	O.	T. C.	F.	C.	4,119
2462 Chester.....	Free Public Library.....		Gen	R.	T.	F.	B.	1,700
2463 Chesterfield.....	Free Public Library.....	1837	Gen	F.	T.	F.	C.	1,300
2464 Chicopee.....	City Library.....	1846	Gen	O.	T.	F.	B.	22,000
2465 ..do.....	Public High School.....		Sch.	F.	T.	Fr.	B.	1,445
2466 Chilmark.....	Free Library.....	1891	Gen	F.	T.	F.	B.	1,170
2467 Clinton.....	Bigelow Free Public Library.....	1873	Gen	F.	T. D.	F.	B.	26,000
2468 Colasset.....	Free Public Library.....	1880	Gen	F.	T.	F.	B.	7,000
2469 Colerain.....	Free Library.....	1892	Gen	F.	T.	F.	B.	2,000
2470 Concord.....	Free Public Library.....	1857	Gen	O.	T. D.	F.	B.	34,056
2471 ..do.....	Home School.....		Sch.	F.	C.	Fr.	B.	1,000
2472 ..do.....	Middlesex School.....		Sch.	F.	C.	Fr.	B.	1,500
2473 Concord Junction.....	Massachusetts Reformatory.....		Asy.	F.	T.	Fr.	C.	3,926
2474 Conway.....	Field Memorial Library.....	1901	Gen	O.	D.	F.	B.	6,183
2475 Cotuit.....	Public Library Association.....	1885	Gen	O.	C.	F.	B.	3,605
2476 Cummington.....	Bryant Free Library.....	1872	Gen	O.	T.	F.	B.	8,000
2477 Dalton.....	Free Public Library.....	1865	Gen	F.	T.	F.	B.	8,500
2478 Dana.....	Free Public Library.....	1892	Gen	F.	T.	F.	C.	1,862
2479 Danvers.....	Danver's Historical Society.....	1889	Hist.	R.	C.	F.	R.	2,000
2480 ..do.....	Peabody Institute.....	1867	Gen	O.	C.	F.	B.	21,200
2481 Dartmouth.....	Free Public Library.....	1895	Gen	F.	T.	F.	B.	1,000
2482 ..do.....	Public High School.....		Sch.	F.	T.	Fr.	B.	1,500
2483 Dedham.....	Dedham Historical Society.....	1862	Hist.	O.	C.	S. Fr.	R.	4,500
2484 ..do.....	Norfolk Co. Law Lib. Assoc. *.....	1898	Law	F.	T.	F.	R.	4,175
2485 ..do.....	Public Library.....		Gen	O.	T.	F.	B.	19,700
2486 ..do.....	Public High School (Slafter Reference Library).....	1894	Sch.	F.	T.	Fr.	R.	1,000
2487 Deerfield.....	Diekinson Library and Read- ing Room.....	1878	Gen	F.	T. D.	F.	B.	3,000
2488 ..do.....	Poemtuck Val. Memo. Assoc.....	1870	Hist.	O.	C.	F.	B.	15,000
2489 Dennis.....	Library Association.....	1873	Gen	F.	C.	S.	B.	1,003
2490 Dighton.....	Public Library.....	1895	Gen	F.	T.	F.	B.	1,500
2491 Dover.....	Town Library.....	1894	Gen	F.	T.	F.	B.	2,396
2492 Dudley.....	Nichols Acad. (Conant Lib.).....	1881	Sch.	O.	C.	F.	B.	5,000
2493 Dunstable.....	Free Public Library.....	1878	Gen	F.	T.	F.	B.	2,467
2494 Duxbury.....	Free Library.....	1890	Gen	O.	T. D.	F.	B.	3,720
2495 ..do.....	Powder Point School.....	1886	Sch.	F.	T.	Fr.	B.	1,000
2496 East Bridgewater.....	Public Library.....	1884	Gen	O.	T. D.	F.	B.	3,500
2497 East Cambridge.....	Middlesex Law Lib. Assoc. c.....	1815	Law	F.	T.	F.	R.	20,000
2498 East Douglas.....	Douglas Free Public Library.....	1879	Gen	F.	T.	F.	B.	4,184
2499 Eastham.....	Public Library.....	1878	Gen	O.	T.	F.	B.	1,850
2500 Easthampton.....	Public Library Association.....	1869	Gen	O.	T. D.	F.	B.	11,000
2501 ..do.....	Williston Seminary.....	1841	Sch.	F.	C.	Fr.	B.	3,700
2502 East Northfield.....	Northfield Sem. (Talcott Lib.).....		Sch.	F.	C.	Fr.	B.	6,193
2503 Enfield.....	Public Library.....	1891	Gen	F.	T. C.	F.	B.	3,800
2504 Erving.....	Free Public Library.....	1878	Gen	F.	T.	F.	C.	2,285
2505 Essex.....	T. O. H. P. Burnham Pub. Lib.....	1894	Gen	O.	D.	F.	B.	4,300
2506 Everett.....	Parlin Memorial Library.....	1879	Gen	O.	T.	F.	B.	16,288
2507 ..do.....	Burt Memorial Library.....	1899	Gen	O.	T.	F.	B.	4,241
2508 Fairhaven.....	Millieent Library.....	1893	Gen	F.	C.	F.	B.	17,093
2509 Fall River.....	B. M. C. Durfee High School.....	1886	Sch.	F.	T.	Fr.	B.	1,300
2510 ..do.....	Public Library.....	1861	Gen	O.	T.	Fr.	B.	58,208
2511 Falmouth.....	First Congregational Church.....		Gen	F.	C.	F.	B.	1,000
2512 ..do.....	Free Public Library.....	1891	Gen	O.	T. D.	F.	B.	5,094
2513 Fayville.....	Emmanuel School.....	1870	Sch.	F.	C.	Fr.	R.	1,000
2514 Fitchburg.....	Fitchburg Law Library.....		Law	F.	T.	F.	B.	2,500
2515 ..do.....	Public High School.....		Sch.	F.	D.	Fr.	R.	1,000

* Statistics of 1900.

* Includes 1 branch.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building—	supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MASSACHUSETTS— continued.								
2516 Fitchburg.....	Public Library.....	1859	Gen..	O.	T.	F.	B.	41,871
2517 ..do.....	State Normal School.....	1895	Sch..	F.	T.	Fr.	B.	3,497
2518 Florence.....	Lilly Library.....	.....	Gen.	O.	T.	F.	B.	7,800
2519 Framingham.....	State Normal School.....	.....	Sch..	F.	T.	Fr.	R.	4,800
2520 ..do.....	Town Library.....	1855	Gen.	O.	T. D.	F.	B.	25,000
2521 Franklin.....	Dean Acad. (Pawtucket Lib.).....	.....	Sch..	F.	C.	Fr.	B.	4,000
2522 ..do.....	Public Library.....	1786	Gen.	R.	T.	F.	B.	6,620
2523 Freetown.....	Guilford H. Hathaway Lib. *.....	.....	Gen.	O.	T.	F.	B.	1,000
2524 Gardner.....	Levi Heywood Mem'l Lib.....	1886	Gen.	O.	C.	F.	B.	9,953
2525 Georgetown.....	Peabody Library.....	1869	Gen.	O.	D.	F.	B.	10,000
2526 Gill.....	Free Library *.....	.....	Gen.	F.	T.	F.	B.	1,800
2527 Gloucester.....	Free City Library.....	1899	Gen.	F.	D.	F.	B.	5,000
2528 ..do.....	Gloucester Lyceum and Saw- yer Free Library.....	1872	Gen.	O.	C.	F.	B.	16,204
2529 ..do.....	Public High School.....	1889	Sch..	F.	T.	Fr.	B.	3,500
2530 Grafton.....	Public Library.....	1866	Gen.	O.	T.	F.	B.	11,500
2531 Granby.....	Public Library.....	1890	Gen.	F.	T.	F.	B.	1,942
2532 Granville.....	Public Library.....	1894	Gen.	O.	T.	F.	B.	1,200
2533 Great Barrington.....	Free Library.....	1881	Gen.	F.	T.	F.	B.	8,908
2534 Greenfield.....	Franklin Co. Law Library *.....	1860	Law	F.	T.	Fr.	R.	7,000
2535 ..do.....	Library Association.....	1855	Gen.	O.	C.	S.	B.	13,021
2536 ..do.....	Prospect Hills School for Young Women.....	1869	Sch..	F.	C.	Fr.	R.	1,000
2537 ..do.....	Public Library.....	1880	Gen.	F.	T.	F.	B.	14,333
2538 Greenwich Village.....	Greenwich Public Library.....	1891	Gen.	F.	T.	F.	C.	1,500
2539 Groton.....	Groton School.....	1884	Sch..	F.	C.	Fr.	B.	5,000
2540 ..do.....	Lawrence Academy Library.....	1793	Sch..	F.	C.	Fr.	R.	1,500
2541 ..do.....	Public Library.....	1855	Gen.	O.	T.	F.	B.	10,394
2542 Hadley.....	Goodwin Memorial Library.....	1902	Gen.	O.	T.	F.	B.	4,000
2543 Halifax.....	Holmes Public Library.....	1876	Gen.	F.	T.	F.	B.	3,000
2544 Hamilton.....	Public Library.....	.....	Gen.	F.	T.	F.	B.	3,150
2545 Hampden.....	Free Public Library.....	1891	Gen.	R.	T.	F.	B.	1,640
2546 Hancock.....	Public Library.....	1894	Gen.	F.	T.	F.	C.	1,000
2547 Hanover.....	John Curtis Free Library.....	1887	Gen.	F.	T. D.	F.	C.	4,663
2548 Hardwick.....	Free Town Library.....	1892	Gen.	F.	T.	F.	C.	1,820
2549 Harvard.....	Bromfield School.....	1875	Sch..	F.	C.	Fr.	R.	2,000
2550 ..do.....	Public Library.....	1856	Gen.	O.	T. D.	F.	B.	4,000
2551 Harwich.....	Broadbrooks Free Library *.....	1812	Gen.	F.	C.	F.	B.	3,200
2552 Hatfield.....	Public Library.....	1812	Gen.	F.	T.	F.	B.	4,900
2553 Haverhill.....	Public High School.....	1899	Sch..	F.	T.	Fr.	R.	1,200
2554 ..do.....	Public Library.....	1873	Gen.	O.	T. D.	F.	B.	75,000
2555 ..do.....	St. James Public School.....	.....	Sch..	F.	T.	F.	B.	1,250
2556 Hawley.....	Free Library.....	.....	Gen.	F.	T.	F.	R.	1,400
2557 Haydenville.....	Public Library.....	1884	Gen.	O.	T.	F.	B.	2,000
2558 Heath.....	Free Public Library.....	1893	Gen.	O.	T. D.	F.	B.	1,368
2559 Hingham Center.....	Hingham Public Library.....	1869	Gen.	O.	C.	F.	B.	11,000
2560 Hinsdale.....	Public Library Association.....	1867	Gen.	O.	T. D.	F.	B.	4,500
2561 Holbrook.....	Public Library.....	1874	Gen.	F.	T. D.	F.	B.	5,251
2562 Holden.....	Gale Free Library.....	1888	Gen.	O.	T.	F.	B.	5,410
2563 ..do.....	Public High School *.....	.....	Sch..	F.	T.	Fr.	B.	5,000
2564 Holliston.....	Public High School.....	.....	Sch..	F.	T.	Fr.	B.	1,000
2565 ..do.....	Public Library.....	1879	Gen.	F.	T.	F.	B.	5,500
2566 Holyoke.....	Public High School.....	1898	Sch..	F.	T.	Fr.	B.	1,800
2567 ..do.....	Public Library.....	1870	Gen.	O.	T.	F.	B.	25,000
2568 ..do.....	Teachers Library.....	1879	Sch..	F.	C.	Fr.	R.	2,000
2569 Hopedale.....	Bancroft Memorial Library.....	.....	Gen.	O.	T.	F.	B.	9,796
2570 ..do.....	Public High School.....	.....	Sch..	F.	T.	Fr.	B.	1,500
2571 Hopkinton.....	Public Library.....	1867	Gen.	O.	T. D.	S. Fr.	B.	6,000
2572 Hubbardston.....	Free Public Library.....	1872	Gen.	O.	T.	F.	B.	5,400
2573 Hudson.....	Public Library.....	1867	Gen.	F.	T.	F.	B.	7,648
2574 Hull.....	Hull School.....	.....	Sch..	F.	T.	F.	B.	1,442
2575 Huntington.....	Murrayfield High School *.....	1899	Sch..	O.	T.	F.	B.	1,000
2576 ..do.....	Public Library.....	1893	Gen.	R.	T.	F.	C.	1,000
2577 Hyannis.....	Free Public Library.....	1865	Gen.	R.	C.	F.	C.	1,364
2578 Hyde Park.....	Public Library.....	1874	Gen.	O.	T.	F.	B.	21,000
2579 Ipswich.....	Free Public Library.....	1868	Gen.	O.	D.	F.	B.	9,000

* Statistics of 1900.

a Includes 2 branches.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; F, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	1,919	76,297		\$6,500	\$350	\$9,056	\$10,000	\$94,000	George E. Nutting.....	2516
	225	12,458							M. A. Fuller.....	2517
	50								Phebe M. Beard.....	2518
	579	38,562							Emma L. Clarke.....	2519
	200								Edna M. Grafton.....	2520
	158	11,356			800	800	3,200		Ella G. Campbell.....	2521
	540	22,615		677	1,200	2,502	21,325	30,000	Ellen B. Cramton.....	2522
	200	12,192				12			Sara Noyes.....	2523
	81	900							Annie G. O'Neill.....	2524
	952	49,092			3,500	3,705	120,000	251,000	Rachel S. Webber.....	2525
	400									2526
1,200	430	16,000				700			A. W. Bachelier.....	2527
	386	18,322	\$730			1,100	10,231		Mabel L. Howe.....	2528
	120	2,990		105		111			Cora H. Kellogg.....	2529
	250	2,524	300	50		627		9,000	Mable H. Root.....	2530
	509	17,913		1,200		1,727			Emma W. Sheldon.....	2531
	524	4,479				1,000				2532
						741	11,000		Helen L. Mann.....	2533
									Caroline R. Clark.....	2534
	870	15,590	2,000	445		2,552			May Ashley.....	2535
	100	1,796		100	8	146	695		Helen I. Nevins.....	2536
	50				500	575	20,000		A. H. Woods.....	2537
	20								H. H. C. Bingham.....	2538
	384	15,130	1,050		220	1,481	4,500	27,500	Emma F. Blood.....	2539
	200			191		202		9,000	George C. Marsh.....	2540
	50	1,897		29		33			James T. Thomas.....	2541
	197	5,758		400		400			Grace C. Stone.....	2542
		6,304		150		150			Mrs. John Q. Adams.....	2543
	65		50			87			Daniel Shepardson.....	2544
	228	5,258		200	214	418	4,000		Alice L. Bailly.....	2545
75	60								Hannah R. Spooner.....	2546
	25								Lilla N. Frost.....	2547
	109	5,020		279	239	541	5,000	9,000	Estelle E. Clark.....	2548
	50	2,900								2549
	100	4,689	300	300		600				2550
										2551
	2,852	154,263		10,365	7,385	18,280	143,000	50,000	John G. Moulton.....	2552
										2553
										2554
										2555
										2556
300	100	5,000		200		200		1,000	Isaac Vincent.....	2557
300	400		35		28	63	700	1,500	C. A. Phillips.....	2558
	244	15,789			1,685	1,685	25,000	15,000	H. Kirk Smith.....	2559
	30	2,492		250		264	5,000	20,000	Hawkes Fearing.....	2560
	100	14,907		300	120	915	3,000		James Hosmer.....	2561
2,010	100	6,116		1,000		1,036		40,000	Zenas A. French.....	2562
									Addie M. Holden.....	2563
										2564
	175	14,000		434	27	506	1,111		Josephine E. Rockwood.....	2565
										2566
	2,701	73,562		10,000		10,343		94,000	Frank G. Wilcox.....	2567
									H. B. Lawrence.....	2568
	686	18,187	2,300		40	2,789			Harriet B. Sornborger.....	2569
										2570
	150							14,000	Sadie B. Stewart.....	2571
	83	6,131		363		311		10,500	Luey H. Grimes.....	2572
	208	24,527		957		957			Grace M. Whittemore.....	2573
	50	700		150		155			Carrie E. Mitchell.....	2574
	200		80			140				2575
	204	3,127		176		181			Adeline E. Munson.....	2576
		7,416				355				2577
	907	64,100		4,000		4,965		25,000	Elizabeth Ainsworth.....	2578
		9,300								2579

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS— continued.								
2580	Kingston.....	Frdrk. C. Adams Public Lib..	1897	Gen..	O..	T. D.	F.	B.	5,504
2581	Lancaster.....	State Industrial School (Rog- ers Library).		Sch..	F.	D.	Fr.	C.	1,200
2582	.....do.....	Town Library.....	1862	Gen..	O..	T.	F.	B.	32,052
2583	Lanesborough.....	Town Library.....	1871	Gen..	F.	T. D.	F.	C.	3,200
2584	Lawrence.....	Free Public Library.....	1872	Gen..	R.	T. D.	F.	B.	54,946
2585	Lawrence (North Andover).....	North Andover Library.....	1875	Gen..	R.	T.	F.	C.	11,300
2586	Lee.....	Public Library.....	1874	Gen..	F.	T. C.	F.	B.	6,000
2587	Leicester.....	Public Library.....	1861	Gen..	O..	T. D.	F.	B.	11,722
2588	Lenox.....	Lenox Library.....	1856	Gen..	F.	C.	F.	B.	15,000
2589	Leominster.....	Public Library.....	1853	Gen..	F.	T. D.	F.	B.	20,456
2590	Leverett.....	Leverett Center Public Lib..	1891	Gen..	R.	T.	F.	B.	1,250
2591	Lexington.....	Cary Library.....	1863	Gen..	F.	T. D.	F.	B.	21,374
2592	Leyden.....	Free Public Library.....	1883	Gen..	F.	T.	F.	C.	1,525
2593	Lincoln.....	Public Library.....		Gen..	O..	T.	F.	C.	7,516
2594	Littleton.....	Reuben Hoar Library.....	1887	Gen..	O..	C.	F.	B.	8,800
2595	Longmeadow.....	Town Library.....	1895	Gen..	F.	T.	F.	C.	2,650
2596	Lowell.....	City Library.....	1844	Gen..	F.	T.	F.	B.	65,000
2597	Lowell (Dracut Center).....	Dracut Public Library.....	1900	Gen..	F.	T.	F.	C.	2,503
2598	Lowell.....	Public High School.....		Sch..	F.	T.	Fr.	B.	1,200
2599	.....do.....	St. Anne's Church (Rector's Library).		Theo.	F.	C.	Fr.	R.	3,000
2600	Ludlow.....	Hubbard Memorial Library..		Gen..	O..	C.	F.	B.	5,000
2601	Lunenburg.....	Public Library.....	1852	Gen..	F.	T.	F.	C.	5,015
2602	Lynn.....	Free Public Library.....	1862	Gen..	O..	T.	F.	B.	65,549
2603	.....do.....	Gen. Landers Post 5 G. A. R. Library.*	1898	Soc..	F.	C.	Fr.	B.	1,200
2604	.....do.....	Y. M. C. A. Library.....		Y. M.	F.	C.	S. Fr.	B.	1,000
2605	Lynnfield Center.....	Lynnfield Public Library.....	1892	Gen..	F.	T.	F.	B.	1,870
2606	Magnolia.....	Magnolia Library.....	1884	Gen..	O..	C.	F.	B.	4,967
2607	Malden.....	Public High School.....	1860	Sch..	F.	T.	Fr.	R.	1,600
2608	.....do.....	Public Library.....	1877	Gen..	O..	T. D.	F.	B.	43,400
2609	Manchaug.....	Free Library*.....	1882	Gen..	R.	T.	F.	C.	2,035
2610	Manchester.....	Public Library.....	1871	Gen..	O..	T.	F.	B.	11,350
2611	Mansfield.....	Public Library.....	1884	Gen..	F.	T.	F.	B.	3,666
2612	Marblehead.....	Abbot Public Library.....	1877	Gen..	F.	T. D.	F.	B.	15,500
2613	Marion.....	Tabor Academy.....	1876	Sch..	F.	C.	Fr.	B.	1,582
2614	Marlborough.....	Public Library.....	1870	Gen..	O..	T.	F.	B.	9,000
2615	.....do.....	Unitarian Parish Library*..	1847	Gen..	R.	C.	F.	B.	3,300
2616	Marshfield.....	Free library.....	1895	Gen..	F.	T.	F.	C.	3,460
2617	Marshfield Hills.....	Cliff Rogers Free Library.....	1898	Gen..	O..	C.	F.	B.	1,200
2618	Marstons Mills.....	Public Library.....	1889	Gen..	O..	C.	F.	B.	1,250
2619	Mashpee.....	Public Library.....	1891	Gen..	F.	T.	F.	B.	1,050
2620	Mattapoisett.....	Free Public Library.....	1881	Gen..	R.	T.	F.	B.	3,500
2621	Maynard.....	Public Library.....	1881	Gen..	R.	T.	F.	B.	4,026
2622	Medfield.....	Public Library.....		Gen..	F.	T. D.	F.	B.	4,544
2623	Medford.....	Public High School.....	1886	Sch..	F.	T.	Fr.	B.	1,000
2624	.....do.....	Public Library.....	1825	Gen..	O..	T.	F.	B.	26,000
2625	Medway.....	Dean Library Association.....	1860	Gen..	F.	T. C.	F.	B.	7,000
2626	Melrose.....	Public High School.....	1899	Sch..	F.	T.	Fr.	B.	1,153
2627	.....do.....	Public Library.....	1871	Gen..	O..	T.	F.	B.	14,291
2628	Mendon.....	Taft Public Library.....	1881	Gen..	F.	T.	F.	B.	6,000
2629	Merrimac.....	Public Library.....	1876	Gen..	F.	T.	F.	B.	6,000
2630	Methuen.....	Nevins Memorial Library.....	1884	Gen..	O..	D.	F.	B.	16,236
2631	Middleboro.....	Public Library.....	1876	Gen..	O..	T. D.	F.	B.	10,000
2632	Middlefield.....	Public Library.....	1872	Gen..	F.	T.	F.	C.	1,370
2633	Middleton.....	Flint Public Library.....	1879	Gen..	O..	D.	F.	B.	5,703
2634	Milford.....	Thurber Medical Association.	1883	Med.	F.	C.	Fr.	B.	1,200
2635	.....do.....	Town Library.....	1858	Gen..	F.	T.	F.	B.	13,696
2636	Millbury.....	Public Library.....	1864	Gen..	F.	T.	F.	B.	7,804
2637	.....do.....	Sutton Free Library.....	1876	Gen..	F.	T.	F.	B.	5,217
2638	Millis.....	Public Library.....	1885	Gen..	F.	T.	F.	B.	2,836
2639	Milton.....	Milton Academy.....		Sch..	F.	C.	Fr.	B.	2,400
2640	.....do.....	Public High School.....		Sch..	F.	T.	Fr.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	415	11,046		\$990	\$868	\$1,789	\$20,000	\$13,000	Mrs. J. F. McLaughlen	2580
	40				38	38	1,000		Anna Hawly	2581
17,822	970	13,276		1,452		2,000	9,000	45,000	Virginia M. Keys	2582
25	75	2,500		125		225				2583
10,853	1,500	92,435		10,000	1,200	12,842	1,200		Wm. A. Walsh	2584
	275	10,000	\$1,658			1,658				2585
	312	7,882		600	18	860	500			2586
	331	12,538		1,100	111	1,876	3,000	35,000	Mary W. Warren	2587
	500	13,529			300	1,800	5,000		Anna L. White	2588
	400	31,632	1,800	972	291	3,063			Florence E. Wheeler	2589
		2,103		85		85			Elsie R. Ames	2590
	761	31,814		542	888	1,430	14,100		Marian P. Kirkland	2591
100	25								Mrs. E. S. Whitecomb	2592
	277	4,580		880	179	1,369			Lydia J. Chapin	2593
800	314	7,157			515	530	8,445			2594
50	230			250		264			Katharine C. Gates	2595
	1,600	143,163		16,000		16,511			Frederick A. Chase	2596
	200	6,000		700		700			Mrs. T. W. Hill	2597
										2598
1,000										2599
	150	6,000				75			Mary A. Birnie	2600
	126	4,257		274	30	304	1,000		L. Frances Jones	2601
7,800	2,283	193,767		18,000		20,655		225,000	John C. Houghton	2602
										2603
	100	100							Frank Mahan	2604
	312	2,136		110	36	158			Elizabeth W. Green	2605
		8,248				1,057	7,500		E. T. Thornton	2606
				50		50				2607
7,147	3,328	132,033		6,000	7,845	15,749	163,500	136,000	Miss L. A. Williams	2608
70	139	1,350				112				2609
360	525	17,843	1,725			1,781		50,000	D. L. Bingham	2610
	101	13,538		400		434			Ida F. Hodges	2611
2,324	470	18,560		500	743	1,841	3,500		Mary G. Brown	2612
	100								N. C. Hamblin	2613
		52,102		2,667	32	2,826	750	38,000	Sarah E. Coting	2614
100	54	1,520								2615
	124	5,722	400			421	618		J. T. Baker	2616
100	70	1,000				203		3,500	Mrs. C. B. Lincoln	2617
	20	1,100							M. E. Baxter	2618
	30	500		80		30			Clara N. Collins	2619
	200	8,338		450		450			Clara F. Sherman	2620
	178	6,000		547		547			Sarah F. Nyman	2621
	103	8,654		422	60	482			L. M. Johnson	2622
										2623
	1,154	85,645		9,027	136	9,356	3,385		Mary E. Sargent	2624
	130	5,200		194	238	342	5,000		Bertha C. Newell	2625
193	458	62,148	3,575		175	3,877	4,368		C. M. Worthen	2626
	100		175			203			Annie E. Kinsley	2627
50	95	8,623		500		575				2628
	496	20,593							Harriet L. Crosby	2629
	736	27,934		1,000	1,902	2,942			A. K. Thatcher	2630
209	120	1,500	20			60			Metcalf J. Smith	2631
560	105	5,215			1,002	1,249	15,000	11,500	Samuel A. Fletcher	2632
									C. D. Albro, M. D	2633
	400	28,262		1,433		1,651			N. F. Blake	2634
	115	21,552		735		735			Carolyn C. Waters	2635
				215		215			Sarah M. Mills	2636
	128	7,150		207		226			Mrs. A. McDonough	2637
									W. L. W. Field	2638
										2639
										2640

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MASSACHUSETTS— continued.								
2641 Milton	Public Library ^a	1870	Gen ..	R.	T.	F.	B.	13,385
2642 Monson	Monson Academy (Flynt and Packard Library) .....	.....	Sch ...	F.	C.	Fr.	B.	2,400
2643 ....do.....	Free Library and Reading Room Association	1878	Gen ..	O.	T. C.	F.	B.	8,380
2644 Montague	Town Library	1866	Gen ..	F.	T.	F.	B.	5,200
2645 Monterey	Free Library	1891	Gen ..	F.	T. D.	F.	C.	1,206
2646 Montville	Sandisfield Public Library	1893	Gen ..	R.	T.	F.	B.	1,030
2647 Mount Hermon	Mount Hermon School	1884	Sch ..	F.	C.	F.	B.	6,826
2648 Nahant	Public Library	1819	Gen ..	O.	T.	F.	B.	13,831
2649 Nantucket	Nantucket Atheneum	1834	Gen ..	O.	T. D.	F.	B.	12,060
2650 ....do.....	Sir Isaac Coffin's Lancasterian School	1826	Sch ...	O.	C.	Fr.	B.	4,000
2651 Natick	Morse Institute	1851	Gen ..	O.	T.	F.	B.	19,000
2652 ....do.....	Walnut Hill School for Girls .....	.....	Sch ..	F.	C.	Fr.	R.	1,600
2653 Needham	Public Library ^a	1888	Gen ..	F.	T.	F.	B.	6,500
2654 New Bedford	Free Public Library	1852	Gen ..	O.	T. D.	F.	B.	84,000
2655 ....do.....	Friends Academy *	1812	Sch ..	F.	C.	Fr.	B.	1,200
2656 ....do.....	Hutchinson's Circulating Lib.	1864	Gen ..	R.	C.	S. Fr.	C.	2,465
2657 ....do.....	Public High School .....	.....	Sch ..	F.	D.	Fr.	B.	3,000
2658 ....do.....	Swain Free School	1882	Sch ..	F.	C.	Fr.	R.	5,000
2659 ....do.....	Y. M. C. A. Library	1881	Y. M. C.	F.	C.	Fr.	R.	5,000
2660 New Braintree	Free Public Library	1878	Gen ..	F.	T.	F.	C.	2,128
2661 Newburyport	Public Library	1854	Gen ..	O.	T. D.	F.	B.	39,032
2662 New Salem	Free Public Library	1890	Gen ..	F.	T. D.	F.	B.	1,950
2663 Newton	Free Library ^a	1869	Gen ..	O.	T.	F.	B.	61,275
2664 Newton Center	Newton Theological Institu- tion (Baptist) .....	.....	Theo ..	F.	C.	Fr.	R.	24,000
2665 Newtonville	Newton High School	1897	Sch ..	F.	T. D.	Fr.	B.	5,000
2666 Norfolk	Public Library	1883	Gen ..	F.	T.	F.	C.	1,600
2667 North Adams	Drury High School * .....	.....	Sch ..	F.	T.	Fr.	B.	8,000
2668 ....do.....	Public Library	1884	Gen ..	O.	T.	F.	B.	22,140
2669 North Amherst	Public Library	1869	Gen ..	O.	T. D.	F.	B.	2,200
2670 Northampton	Burnham (Mary A.) School for Girls. * .....	.....	Sch ..	F.	C.	Fr.	B.	5,000
2671 ....do.....	Clarke School for Deaf	1867	Asy ..	F.	C.	Fr.	B.	2,700
2672 ....do.....	Forbes Library	1894	Gen ..	O.	T.	F.	B.	90,000
2673 ....do.....	Hampshire Law Library .....	.....	Law ..	F.	T.	Fr.	R.	8,000
2674 ....do.....	Insane Hospital .....	.....	Asy ..	F.	C.	Fr.	B.	3,000
2675 ....do.....	Public Library	1850	Gen ..	O.	T. D.	F.	B.	33,000
2676 ....do.....	Smith College Reference Lib.	1871	Col ..	O.	C.	F.	B.	9,079
2677 Northandover	Public Library *	1875	Gen ..	R.	T.	F.	C.	9,675
2678 North Attleboro	Richards Memorial Library .....	.....	Gen ..	O.	T.	F.	B.	5,600
2679 North Billerica	Talbot Library Association	1880	Gen ..	F.	D.	S. Fr.	B.	3,491
2680 Northboro	Free Library	1868	Gen ..	O.	T.	F.	B.	10,853
2681 North Brookfield	Appleton Library	1854	Theo ..	F.	C.	Fr.	R.	5,509
2682 ....do.....	Free Public Library	1879	Gen ..	O.	T.	F.	B.	6,278
2683 North Chelmsford	Library Association	1872	Gen ..	O.	T. C.	F.	C.	4,275
2684 ....do.....	Middlesex County Truant Sch (Baptist) .....	.....	Asy ..	F.	T.	Fr.	B.	1,000
2685 North Easton	Ames Free Library	1883	Gen ..	O.	C.	F.	B.	15,585
2686 Northfield	Dickinson Memorial Library	1813	Gen ..	O.	T.	F.	B.	6,150
2687 Northfield Farms	Library Association	1886	Gen ..	F.	D.	F.	C.	1,038
2688 North Middleboro	Pratt Free School	1865	Sch ..	F.	C.	F.	B.	1,700
2689 North Plymouth	Loring Reading Room	1899	Gen ..	O.	C.	Fr.	B.	3,005
2690 North Reading	Flint Library	1875	Gen ..	F.	T.	F.	B.	4,814
2691 North Scituate	Peirce Memorial Library	1893	Gen ..	O.	T. C.	F.	B.	3,071
2692 North Wilbraham	Wilbraham Free Public Lib.	1892	Gen ..	F.	T. D.	F.	B.	2,000
2693 Norton	Public Library	1886	Gen ..	O.	T. D.	F.	B.	7,000
2694 ....do.....	Wheaton Female Seminary	1833	Sch ..	F.	C.	Fr.	B.	6,325
2695 Norwell	"James" Library	1874	Gen ..	F.	C.	F.	B.	3,620
2696 Norwood	Morrill Memorial Library .....	.....	Gen ..	O.	T.	F.	B.	9,184
2697 Orange	Public Library ^a	1870	Gen ..	F.	T.	F.	C.	7,374
2698 Orleans	Public High School	1891	Sch ..	F.	T. D.	F.	B.	1,250
2699 ....do.....	Snow Library	1877	Gen ..	O.	T. D.	F.	C.	4,100
2700 Osterville	Public Library	1881	Gen ..	O.	C.	F.	B.	2,789
2701 Oxford	Free Public Library	1870	Gen ..	F.	T.	F.	B.	7,150

* Statistics of 1900.

^a Includes branches.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
10	485 40	48,896 2,400	\$6,650	\$982	\$621 40	\$8,253 140			Gertrude E. Forrest	2641 2642
	450	11,900		300	1,725	2,088	\$40,000	\$25,000	Nellie J. Squier	2643
				333 40 25		333 65 25			Kate A. Armstrong E. D. Harmon Carrie M. Barker	2644 2645 2646
400	100 25 540 577 500	1,964 700 3,150 13,252 20,895	2,450			92 2,450 2,546		45,000 8,000	Elizabeth Conway May W. Perkins Sarah F. Barnard	2647 2648 2649 2650
	600 100 264	43,000 13,300 114,697		1,700 770 12,000		1,700 801 17,459	15,000 66,100		Mira R. Partridge Geo. H. Tieff	2651 2652 2653 2654
269	93	30,437				1,923			H. S. Hutchinson Sarah D. Ottiwell	2655 2656 2657 2658
100	18 92 1,382 100 2,098		100			100 7,256 87 13,096		35,000	Carrie F. Bush John D. Parsons Winifred E. Cogswell E. P. Thurston	2659 2660 2661 2662 2663 2664
300	209 105	1,125		125		230 125			Walter L. Sykes	2665 2666 2667
	2,211 18	99,815 1,463	6,750	100		7,021 135		2,350	Mabel Temple Edith C. Hall	2668 2669 2670
	7,398 240 20	95,088 1,500 43,590		5,000 1,000	15,041	21,681 1,000	415,000			2671 2672 2673
2,100	617 1,040			2,000	2,660	4,681	54,000 20,000	70,000	Sara D. Kellogg L. W. Lyon	2674 2675 2676 2677
800	217 375 125 211 10 148 292	14,400 25,000 2,864 7,402 14,646 5,518		2,000 539 120 39 400		2,148 340 776 120 1,162 508		20,000 34,000 1,000	Leda J. Thompson Lillie Bottomley M. Evelyn Potter Helen A. MacCarthy Emma J. Gay	2678 2679 2680 2681 2682 2683 2684
	267 228 40 100 643 193 130	14,638 9,033 4,460 3,000 10,869		200 70	2,667	2,720 940 70	48,600		Mary L. Lamprey Mrs. F. J. Stockbridge F. H. Smith E. W. Barstow	2685 2686 2687 2688
47 19	100 643 193 130	3,000 10,869		168 250 25 500	165	333 407 226 702	3,000 200	9,000	Sara C. Van de Carr Addie W. Gowing Sarah J. Marsh Minnie M. Morgan Emily A. Titus Annette G. Munro Joseph F. Menett Jane A. Hewett Grace H. Dawley	2689 2690 2691 2692 2693 2694 2695 2696 2697 2698
200 300	275 300 159 483 260	11,424 2,100 2,799 34,713 29,194			600	663 3,126 1,091	11,000		Hiram Myers Mary L. Crocker Maria C. Mann	2699 2700 2701
50 190	10 86 150 186	7,629 2,570 12,192		200 436		395 431 514	4,500	2,500		2702 2703 2704

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS— continued.								
2702	Palmer.....	Young Men's Library Assoc..	1873	Gen ..	F.	T.	F.	B.	6,610
2703	Paxton	Free Public Library.....	1877	Gen ..	F.	T.	F.	B.	2,500
2704	Peabody	Eben Dale Sutton Reference Library.	1869	Gen ..	F.	D.	F.	R.	3,687
2705	.....do.....	Peabody Institute.....	1852	Gen ..	O.	D.	F.	B.	39,272
2706	Pembroke	Free Library*.....	1878	Gen ..	R.	C.	F.	B.	1,000
2707	Pepperell	Lawrence Library.....	1878	Gen ..	O.	T. D.	F.	B.	14,280
2708	Petersham	Memorial Library.....	1879	Gen ..	O.	T. D.	F.	C.	9,000
2709	Phillipston.....	Free Public Library.....	1862	Gen ..	F.	T. D.	F.	B.	5,548
2710	Pittsfield.....	Berkshire Athenæum and Museum.	1876	Gen ..	O.	T. D.	F.	B.	45,000
2711	.....do.....	Berkshire Law Lib. Assoc.....		Law ..	F.	T.	F.	R.	7,500
2712	.....do.....	Public High School		Sch ..	F.	T.	Fr.	B.	1,200
2713	Plainfield	Public Library.....		Gen ..	R.	T.	F.	C.	1,250
2714	Plymouth	A. S. Burbank Circulating Library*.....	1873	Gen ..	F.	C.	F.	C.	1,000
2715	.....do.....	Pilgrim's Society Library	1820	Soc ..	O.	C.	F.	R.	2,313
2716	.....do.....	Plymouth County Law Lib. Association.*.....		Law ..	F.	T.	F.	R.	3,200
2717	.....do.....	Public Library.....	1880	Gen ..	O.	T. D.	F.	B.	14,811
2718	Plympton	Free Public Library.....	1891	Gen ..	F.	T.	F.	C.	1,515
2719	Proscott	Free Public Library.....	1891	Gen ..	F.	T.	F.	R.	1,500
2720	Princeton	Public Library.....	1884	Gen ..	O.	T. D.	Fr.	B.	5,350
2721	Provincetown	Public Library.....	1874	Gen ..	O.	T. D.	F.	B.	8,766
2722	Quincy	Thomas Crane Public Lib.....	1871	Gen ..	O.	T. D.	F.	B.	23,000
2723	Randolph	Ladies' Library Association ..	1845	Gen ..	R.	C.	S.	B.	1,450
2724	.....do.....	Turner Free Library.....	1876	Gen ..	O.	C.	F.	B.	20,000
2725	Raynham	Public Library.....	1897	Gen ..	F.	T.	F.	B.	1,500
2726	Reading	Public Library.....	1838	Gen ..	R.	T.	F.	R.	9,654
2727	Rehoboth	Blanding Library*.....	1884	Gen ..	O.	C.	F.	B.	1,600
2728	Revere	Public Library.....	1880	Gen ..	O.	T.	F.	B.	8,000
2729	Rochester	Free Public Library.....	1876	Gen ..	O.	T.	F.	B.	3,600
2730	Rockland	Public Library.....	1878	Gen ..	R.	T.	F.	B.	10,267
2731	Rockport	Public Library.....	1871	Gen ..	F.	T. D.	F.	B.	4,800
2732	Rowe	Town Library.....		Gen ..	F.	D.	F.	B.	1,638
2733	Rowley	Free Public Library.....	1891	Gen ..	R.	T.	F.	B.	2,860
2734	Royalston	Public Library.....	1873	Gen ..	F.	T.	F.	B.	2,396
2735	Rutland	Free Public Library.....	1866	Gen ..	F.	T.	F.	B.	4,050
2736	Salem	Charitable Mechanic Assoc.....	1817	Soc ..	R.	C.	S.	B.	6,040
2737	.....do.....	Classical and High School.....		Sch ..	F.	T.	Fr.	R.	1,800
2738	.....do.....	Essex Institute.....	1848	Hist ..	O.	C.	S. Fr.	B.	86,478
2739	.....do.....	Essex South District Massa- chusetts Med. Soc. Lib.*.....	1895	Med ..	F.	C.	F.	B.	3,000
2740	.....do.....	Fraternity Lodge, No. 118, I. O. O. F.....		O. F ..	R.	C.	Fr.	C.	1,300
2741	.....do.....	Public Library.....	1888	Gen ..	O.	T.	F.	B.	45,000
2742	.....do.....	State Normal School.....	1854	Sch ..	F.	T.	Fr.	B.	10,000
2743	Sandwich	Free Public Library.....	1891	Gen ..	F.	T.	F.	B.	2,159
2744	Saugus	Free Public Library.....	1887	Gen ..	F.	T.	F.	C.	7,089
2745	Scituate	Satuit Library.....	1888	Gen ..	O.	T.	F.	C.	1,970
2746	Segreganset	Dighton Free Public Library*.....	1895	Gen ..	F.	T.	F.	B.	1,000
2747	Sharon	Public Library.....	1879	Gen ..	F.	T.	F.	B.	6,246
2748	Sheffield	Free Town Library*.....	1892	Gen ..	R.	T.	F.	C.	1,428
2749	.....do.....	Friendly Union	1871	Soc ..	O.	C.	S.	C.	1,220
2750	Shelburne	Public Library.....	1892	Gen ..	O.	T.	F.	B.	2,382
2751	Shelburne Falls.....	Arms Library	1853	Gen ..	R.	T. C.	F.	B.	1,035
2752	Sherborn	Town Library.....	1860	Gen ..	F.	T.	F.	B.	9,318
2753	Shirley	Public Library.....	1885	Gen ..	O.	T. D.	F.	B.	4,000
2754	.....do.....	Shaker Community Library*.....		Soc ..	O.	C.	Fr.	B.	1,400
2755	Shrewsbury	Free Public Library.....	1872	Gen ..	O.	D.	F.	B.	5,385
2756	Somerset	Free Public Library.....		Gen ..	R.	T.	F.	B.	1,154
2757	Somerville	English High School.....	1895	Sch ..	F.	T.	F.	B.	1,473
2758	.....do.....	Public Library.....	1872	Gen ..	O.	T.	F.	B.	61,000
2759	Southampton	Free Public Library.....	1880	Gen ..	F.	T.	F.	C.	4,000
2760	Southboro	Fay Library.....	1852	Gen ..	F.	T. D.	F.	B.	8,100
2761	.....do.....	St. Marks School	1865	Sch ..	F.	C.	Fr.	R.	5,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, Free; S, subscription; Fr, Free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	334	16,395	\$1,000			\$1,000	\$40,000		Harold M. Dean.....	2702
500	25	1,991		\$50		54			Anna E. Woodruff.....	2703
	65				\$1,263	1,263	36,619		Augusta F. Daniels.....	2704
	769	38,522			7,800	7,915	165,000	\$25,000	Lyman P. Osborn.....	2705
	50					104				2706
4,000	453	12,600		800	1,000	1,897		60,000	M. Fannie Shattuck.....	2707
	350	6,700		200	298	821			Fannie G. Prince.....	2708
	112	2,053		102	103	205	5,000		Tina H. Chaffin.....	2709
6,000	3,000	108,000		7,500	2,000	10,000	40,000	150,000	Harlan H. Ballard.....	2710
	100			1,500		1,500			Chas. E. Burke.....	2711
	25	1,425		68		68			Anna M. King.....	2712
										2713
										2714
	168							20,000	H. N. P. Hubbard.....	2715
										2716
	227	25,759		1,300	460	2,003			Nellie Thomas.....	2717
	100	2,581		115		115			John Sherman.....	2718
46		1,250		50		50			Henry L. Berry.....	2719
	190	4,168		150	278	476	6,000		Susie A. Davis.....	2720
	347	13,818		700		700	5,000	5,000	Abbie C. Putnam.....	2721
	592	99,976		6,400	801	7,547	22,000		Amelia L. Bumpus.....	2722
	16	100							Mrs. D. A. Deane.....	2723
	300	22,773			1,570	2,887	35,000	40,000	Chas. C. Farnham, M. D.	2724
		700		100		100			Lucy W. Thompson.....	2725
	423	15,530		1,401		1,465			Bertha L. Brown.....	2726
400		850								2727
	500	48,155	2,500			2,500		25,000		2728
200	100	2,650		250	20	279	1,000		Sarah A. Haskell.....	2729
	146	28,513		1,403		1,481			Angela W. Collins.....	2730
	200	15,600		450	171	621	4,500		Elsie M. Dann.....	2731
	120	1,530			40	72			Alice E. Newell.....	2732
630	150	4,905		126		180			Catharine N. Mighill.....	2733
100	173	3,019		75	52	132	1,500		Emeline E. Mackenzie.....	2734
	100	3,062	88			98			Mrs. E. J. Prouty.....	2735
350	29	2,080			580	733			G. Arthur Bodwell.....	2736
302,213	1,239									2737
	300								Alice G. Waters.....	2738
										2739
		30								2740
	1,453	108,986		9,850	2,100	13,045	35,000	35,000	Gardner M. Jones.....	2741
300	400								Isabella G. Knight.....	2742
	150	6,975	200			239			Annie A. Rogers.....	2743
600	473	21,319		600		998				2744
	65	3,500		250		264		1,000	Blanche C. Gardner.....	2745
		3,160				105				2746
	265	12,000							Emma A. Baker.....	2747
							500			2748
	30	502			18	18	500		Mary R. Leonard.....	2749
42	249	2,810		250		250		2,240		2750
730	271	11,865	400		433	860	8,700		Daniel W. Wilcox.....	2751
	78	1,000	50		42	240	1,090			2752
		500		300	4	304	100	5,500	Alice L. Wright.....	2753
										2754
	156	7,203			2,500	2,534	50,000	25,000	Mabel E. Knowlton.....	2755
150	96	2,514		150		155			Myra E. Babbitt.....	2756
	136								Helen E. Harding.....	2757
	5,310	277,106		21,346	200	22,263	5,000	50,000	Sam W. Foss.....	2758
150	97	1,825		146		149			Eva M. Gridley.....	2759
	211	6,421		152	100	259	1,500		F. E. Burk.....	2760
	400								Edwin B. King.....	2761

Public, society, and school libraries in the United

[Column 5: Building—O, owned; Rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MASSACHUSETTS— continued.								
2762	South Braintree...	Thayer Academy.....	Sch...	F.	C.	Fr.	B.	3,500
2763	.....do.....	Thayer Public Library.....	Gen...	O.	T. D.	F.	B.	13,982
2764	Southbridge.....	Public Library.....	Gen...	F.	T.	F.	B.	19,000
2765	South Eyfield.....	Dummer Academy.....	Sch...	F.	C.	Fr.	R.	1,000
2766	South Dartmouth.....	Southworth Library.....	Gen...	O.	T.	F.	B.	4,450
2767	South Deerfield.....	Public Library.....	Gen...	R.	T.	F.	C.	1,817
2768	South Framing- ham.	Reformatory Prison for Women.	Asy...	F.	T.	Fr.	C.	1,450
2769	South Gardner.....	Social Library.....	Soc...	R.	C.	S.	C.	1,300
2770	South Hadley.....	Free Public Library.....	Gen...	R.	T.	F.	R.	5,435
2771	.....do.....	Mount Holyoke College.....	Col...	O.	C.	Fr.	B.	24,500
2772	South Hadley Falls.....	Public Library.....	Gen...	F.	T.	F.	B.	6,240
2773	South Natick.....	Bacon Free Library.....	Gen...	O.	D.	F.	B.	5,000
2774	South Sudbury.....	Goodnow Library.....	Gen...	O.	T. D.	F.	B.	10,500
2775	South Weymouth.....	Fogg Library.....	Gen...	O.	T. D.	F.	B.	4,922
2776	Southwick.....	Public Library.....	Gen...	O.	T.	F.	B.	1,652
2777	South Williams- town.	Public Library*.....	Gen...	R.	T.	F.	R.	1,350
2778	South Yarmouth.....	Free Social Library.....	Gen...	F.	D.	F.	B.	2,000
2779	Spencer.....	Richard Sugden Library.....	Gen...	O.	T.	F.	B.	11,237
2780	Springfield.....	Boston and Albany R. R. Lib.	Gen...	O.	C.	Fr.	C.	3,000
2781	.....do.....	Central High School.....	Sch...	F.	T.	Fr.	R.	2,048
2782	.....do.....	City Library Association.....	Gen...	O.	T.	F.	B.	126,000
2783	.....do.....	"The Elms".....	Sch...	F.	C.	F.	B.	4,000
2784	.....do.....	French American College.....	Col...	F.	C.	Fr.	B.	3,714
2785	.....do.....	Hampden County Law Lib.	Law...	F.	T.	F.	R.	9,708
2786	.....do.....	Historical Library of the American Y. M. C. A.'s.	Y. M. ...	R.	C.	Fr.	R.	1,251
2787	.....do.....	Int'l Y. M. C. A. Training Sch.	Y. M. ...	F.	C.	Fr.	C.	5,558
2788	.....do.....	MacDuffie School.....	Sch...	F.	C. D.	F.	R.	3,245
2789	Sterling.....	Free Public Library.....	Gen...	O.	T. D.	F.	B.	6,500
2790	Stockbridge.....	Library Association.....	Gen...	O.	T. D.	F.	B.	8,000
2791	Stoneham.....	The Public Library.....	Gen...	R.	T.	F.	B.	9,638
2792	.....do.....	Public High School.....	Sch...	F.	T.	Fr.	B.	1,200
2793	Stoughton.....	Public Library.....	Gen...	F.	T. D.	F.	B.	8,099
2794	Stow.....	Randall Memorial Library.....	Gen...	O.	D.	F.	B.	5,000
2795	Sturbridge.....	Joshua Hyde Public Library.....	Gen...	O.	T. D.	F.	B.	6,458
2796	Sunderland.....	Sunderland Library.....	Gen...	O.	T. D.	F.	B.	5,391
2797	Swansea.....	Free Public Library.....	Gen...	O.	T. D.	F.	B.	3,691
2798	Taunton.....	Bristol County Law Library.....	Law...	F.	T.	F.	B.	10,000
2799	.....do.....	Old Colony Historical Society.....	Hist...	O.	C.	S.	R.	4,000
2800	.....do.....	Public Library.....	Gen...	R.	T. D.	F.	B.	50,000
2801	.....do.....	Taunton Insane Hospital.....	Asy...	F.	T.	Fr.	C.	3,100
2802	Templeton.....	Paynton Public Library.....	Gen...	O.	T. D.	F.	B.	6,642
2803	.....do.....	Ladies Social Circle.....	Soc...	F.	C.	S.	C.	2,000
2804	Tewksbury.....	Public Library*.....	Gen...	F.	T.	F.	B.	5,300
2805	.....do.....	State Hospital.....	Asy...	F.	T.	Fr.	C.	3,000
2806	Topsfield.....	Town Library.....	Gen...	F.	T. D.	F.	B.	8,617
2807	Townsend.....	Public Library.....	Gen...	F.	T.	F.	B.	4,370
2808	Truro.....	Town Library.....	Gen...	F.	T.	F.	R.	1,909
2809	Tufts College.....	Tufts College.....	Col...	O.	C.	Fr.	B.	48,710
2810	.....do.....	Divinity School.....	Theo...	F.	C.	Fr.	R.	9,000
2811	.....do.....	Universalist Hist. Lib.....	Hist...	F.	C.	F.	B.	5,050
2812	Turners Falls.....	Montague Public Library.....	Gen...	R.	T.	F.	B.	5,360
2813	Tynsboro.....	Public Library.....	Gen...	F.	T.	F.	C.	5,334
2814	Upton.....	Town Library.....	Gen...	F.	T.	F.	B.	4,384
2815	Uxbridge.....	Free Public Library.....	Gen...	O.	T. D.	F.	B.	10,800
2816	Waban.....	Waban School.....	Sch...	R.	C.	Fr.	R.	3,000
2817	Wakefield.....	Beebe Town Library.....	Gen...	F.	T.	F.	B.	14,577
2818	Walpole.....	Public Library.....	Gen...	F.	T.	F.	B.	10,009
2819	Waltham.....	Notre Dame Training School.....	Sch...	F.	C.	Fr.	R.	3,500
2820	.....do.....	Public Library.....	Gen...	R.	T.	F.	B.	29,000
2821	Ware.....	Young Men's Lib. Association.....	Gen...	O.	T.	F.	B.	12,763
2822	Wareham.....	Free Library.....	Gen...	R.	T.	F.	B.	2,300
2823	Warren.....	Public Library.....	Gen...	O.	T. D.	F.	B.	10,358
2824	Warwick.....	Free Library.....	Gen...	F.	T.	F.	B.	4,359

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	325	25,584	\$1,030		\$450	\$1,450	\$12,500	\$33,500	Abbie M. Arnold	2762
1,400	395	25,205	2,704	\$40		2,832	1,000		Ella E. Mierch	2763
1,000	25									2764
	73	3,445		150		168		5,000	Henry M. Walker	2765
	114	4,300		150		177			Flora E. Mentor	2766
										2767
										2768
125		25			20	20	500		L. W. Brown	2769
	530	8,704	1,263			1,263				2770
4,156	2,538	8,470			550	4,094	9,941	25,000	Bertha E. Blakely	2771
100	800	75,000		1,000		1,017			S. E. Eastman	2772
1,000	150	2,500			637	642	1,400	10,000	Adelaide Williams	2773
	250	8,500		100	800	900	20,000	10,000	Mary S. Cutter	2774
600	212	18,722	635	327		1,559	14,500	32,778	Ruth N. Tower	2775
50	90	2,000	200			207			W. B. Harding	2776
										2777
	60	2,000				62			Tamsen S. Baker	2778
	265	21,848		2,053		2,053			Nellie A. Cutter	2779
	100	3,000							E. L. Janes	2780
	1,047								William Ore	2781
	7,102	287,634		20,595	6,873	29,469	160,000	100,000	Hiller C. Wellman	2782
500	100								Charlotte Porter	2783
1,000	280					50			George W. Chase	2784
	228			2,500		2,500			Claribel H. Smith	2785
15,500	31				506	500			J. T. Bowne	2786
5,100	820				196	360	1,000		do	2787
601	32					109			John MacDuffie	2788
	128	6,153		50	270	342	6,500	6,000	Mary D. Peck	2789
	167	8,941		650	95	940		6,000	Caroline P. Wells	2790
	195	26,714		1,959		2,087			H. M. Boyce	2791
100	25									2792
	425	23,853		534	1,000	1,533	25,000		M. Alice Burnham	2793
	125									2794
	125		200	200	510	716	10,200	10,000	Mrs. Horace M. Locke	2795
2,200	299	5,258		50	219	330	5,000	15,000	Abbie T. Montague	2796
	187	7,940		450	117	626	2,700	20,000	Julia R. Wellington	2797
150	800	300		5,500		5,500			Frederick E. Austin	2798
	100					800	2,500	1,000	James E. Seaver	2799
1,500	1,500	78,858	2,014	5,300	38	7,570	1,000		Joshua E. Crane	2800
									Frank W. Boynton	2801
	170	12,398					10,000	10,000	Grace E. Blodgett	2802
	40					40			Alice K. Pratt	2803
	165	5,737								2804
									Rev. E. W. Fride	2805
2,194	167	5,001		75	399	470	10,025		Albert M. Dodge	2806
	188	8,059		288	20	356	500		Evelyn L. Warren	2807
	150	1,300		60		60			Mrs. L. A. Ryder	2808
33,000	2,074	6,721			325	1,465	8,230	20,000	Helen L. Mellen	2809
										2810
	238	18,416	900		257	1,157			G. T. Knight, D. D.	2811
	201	4,244		135		152	400		Norman P. Farwell	2812
	130	8,359	320			388			Ellen L. Ferham	2813
	405	14,052		1,371	307	2,492	5,000	25,000	Laura C. Sadler	2814
300	50								Beatrice Putnam	2815
	585	31,063	700	581	260	1,627	6,500		J. H. Pillsbury	2816
	250	22,043	1,800		24	2,030	600		Harriet A. Shepard	2817
70	200									2818
	415	1,028	63,041	6,285	35	7,784	1,000		Sister Constantine	2819
	324	27,620	1,000	515		1,895	2,000	20,000	Mary E. Bill	2820
	100	7,000		601		631			Harriet B. Hayden	2821
	94	13,912	200	398	491	1,134	10,000	20,000	Harriet E. Harlow	2822
	173	4,736		100	113	225	2,530		Joseph G. Hastings	2823
									Clara A. Jones	2824

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS— continued.								
2825	Watertown	Free Public Library	1868	Gen ..	O.	T. D.	F.	B.	28,965
2826	Waverly	Massachusetts School for Feeble-Minded Children.	.....	Asy...	F.	T.	Fr.	B.	1,000
2827	.....do.....	McLean Hospital and Medi- cal Library.	.....	Med ..	F.	C.	F.	B.	7,494
2828	Wayland.....	Free Public Library	1843	Gen ..	O.	T. D.	F.	R.	13,000
2829	Webster.....	Free Public Library	1889	Gen ..	R.	T.	F.	B.	6,609
2830	Wellesley	Free Library	1881	Gen ..	O.	T. D.	F.	B.	13,335
2831	.....do.....	Wellesley College	1875	Col ..	F.	C.	Fr.	B.	54,813
2832	Wellfleet	Public Library	1893	Gen ..	R.	T. D.	F.	C.	3,050
2833	Wendell	Free Library	1894	Gen ..	F.	T.	F.	B.	1,800
2834	Wenham	Public Library	1857	Gen ..	F.	T.	F.	B.	4,210
2835	West Acton	Boxboro Free Public Library.	1891	Gen ..	R.	T.	F.	B.	1,341
2836	.....do.....	Citizens Library Assoc	1853	Gen ..	O.	D.	F.	B.	1,300
2837	West Barnstable	Linder Library	1886	Gen ..	F.	D.	F.	B.	1,000
2838	Westboro	Free Public Library	1877	Gen ..	F.	T. D.	F.	B.	14,018
2839	.....do.....	Lyman School for Boys	1850	Sch ..	F.	C. D.	Fr.	B.	2,500
2840	.....do.....	Westboro Historical Society	1889	Hist ..	R.	C.	Fr.	R.	1,000
2841	West Boxford	Public Library	1882	Gen ..	F.	T.	F.	C.	1,563
2842	West Boylston	Public Library	1878	Gen ..	F.	T.	F.	B.	5,883
2843	West Bridgewater	Howard Seminary .....	.....	Sch ..	F.	C.	Fr.	B.	1,000
2844	West Brookfield	Merriam Public Library	1871	Gen ..	O.	T. D.	F.	B.	7,885
2845	Westfield	Public High School	1855	Sch ..	F.	T.	F.	B.	1,000
2846	.....do.....	State Normal School .....	.....	Sch ..	F.	T.	Fr.	R.	3,503
2847	.....do.....	Westfield Athenaeum	1864	Gen ..	O.	T. D.	F.	B.	19,000
2848	Westford	J. V. Fletcher Library	1859	Gen ..	O.	T.	F.	B.	11,500
2849	Westhampton	Reunion Library	1868	Gen ..	F.	T. D.	F.	B.	2,774
2850	West Hanover	Hanover High School .....	.....	Sch ..	F.	T.	Fr.	B.	5,000
2851	Westminster	Forbush Memorial Library	1868	Gen ..	O.	T. D.	F.	B.	5,000
2852	West Newbury	Natural History Club	1889	Gen ..	F.	C.	F.	B.	2,350
2853	.....do.....	Public Library	1904	Gen ..	O.	T.	F.	B.	3,000
2854	Weston	Public Library	1857	Gen ..	O.	T. D.	F.	B.	14,812
2855	West Springfield	Public Library	1884	Gen ..	F.	T.	F.	B.	6,200
2856	West Stockbridge	Free Library	1889	Gen ..	F.	T.	F.	B.	1,650
2857	West Sutton	Free Library*	1883	Gen ..	R.	T.	F.	B.	8,782
2858	West Tisbury	Free Public Library	1893	Gen ..	O.	C.	F.	B.	1,500
2859	Weymouth	Tufts Library	1879	Gen ..	O.	T. D.	F.	B.	22,000
2860	Whately	Public Library	1870	Gen ..	F.	T.	F.	C.	2,400
2861	Whitinsville	Social Library	1845	Gen ..	R.	T.	Fr.	B.	6,765
2862	Whitman	Public Library	1879	Gen ..	R.	T.	F.	B.	11,570
2863	Wilbraham	Wesleyan Academy	1818	Sch ..	F.	C.	Fr.	B.	10,000
2864	Williamsburg	Meekins Memorial Library	1897	Gen ..	O.	C.	F.	B.	8,500
2865	Williamstown	Public Library	1874	Gen ..	R.	T.	F.	B.	5,158
2866	.....do.....	Williams College	1793	Col ..	O.	C.	Fr.	R.	50,160
2867	.....do.....	Philotechnian Society	1795	C. Soc.	F.	C.	S. Fr.	B.	2,000
2868	Wilmington	Town Library	1872	Gen ..	F.	T.	F.	B.	2,700
2869	Winchendon	Murdock School	1885	Sch ..	F.	T. D.	Fr.	B.	2,000
2870	.....do.....	Public Library	1859	Gen ..	R.	T.	F.	C.	7,695
2871	Winchester	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	6,000
2872	.....do.....	Public Library	1859	Gen ..	F.	T. D.	F.	B.	15,389
2873	Windsor	Public Library	1891	Gen ..	F.	T.	F.	B.	1,000
2874	Winthrop	Public Library	1885	Gen ..	O.	T.	F.	B.	7,790
2875	Woburn	Burlington Public Library*	1857	Gen ..	O.	T.	F.	B.	3,072
2876	.....do.....	Public Library	1856	Gen ..	O.	T. D.	F.	B.	44,857
2877	.....do.....	Rumford Library	1840	Gen ..	O.	C.	F.	B.	1,600
2878	Wollaston	Quincy Mansion School	1896	Sch ..	F.	C.	Fr.	B.	3,800
2879	Worcester	American Antiquarian Soc.	1812	Hist ..	O.	C.	Fr.	R.	115,000
2880	.....do.....	Clark University	1887	Col ..	O.	C.	F.	B.	30,000
2881	.....do.....	Classical High School	1859	Sch ..	F.	T. D.	Fr.	R.	2,997
2882	.....do.....	English High School	1892	Sch ..	F.	T.	Fr.	R.	2,125
2883	.....do.....	Free Public Library	1859	Gen ..	O.	T.	F.	B.	141,000
2884	.....do.....	Highland Military Academy	1856	Sch ..	F.	C.	Fr.	B.	1,100
2885	.....do.....	Holy Cross College .....	.....	Col ..	F.	C.	Fr.	R.	14,500
2886	.....do.....	Students Library* .....	.....	Col ..	F.	C.	Fr.	B.	3,000
2887	.....do.....	Odd Fellows Home	1892	O. F.	F.	C.	Fr.	B.	1,900
2888	.....do.....	Old Second Par. (Bangs Lib.)	1839	Theo ..	F.	C.	Fr.	B.	1,321

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. &: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
20,315	474	40,817	.....	\$5,042	\$92	\$5,563	\$3,800	\$60,000	Solon F. Whitney.....	2825
2,000	1,494	6,000	.....	.....	900	900	.....	.....	.....	2826
783	300	6,797	.....	900	116	1,616	2,100	28,000	Miss M. E. Wheeler.....	2827
.....	372	19,927	\$1,800	.....	.....	1,806	.....	.....	Phoebe P. Kingsbury.....	2828
.....	592	21,836	.....	1,680	880	2,755	21,000	.....	Julia F. Jennings.....	2829
.....	1,468	.....	.....	.....	6,514	7,313	126,450	.....	Caroline F. Pierce.....	2830
200	104	5,400	.....	150	.....	195	.....	.....	Kate E. Brown.....	2831
50	617	1,869	.....	116	.....	122	.....	.....	Julia De W. Kavana.....	2832
934	248	4,257	225	.....	.....	236	100	.....	Benjamin H. Conant.....	2833
75	68	674	.....	79	.....	79	.....	.....	D. A. Priest.....	2834
.....	100	1,000	.....	.....	116	110	3,750	500	E. A. Cutler.....	2835
200	75	350	.....	.....	.....	8	.....	.....	Evelyn B. Fish.....	2836
.....	578	29,130	.....	556	725	1,882	15,288	.....	Martha J. Eastman.....	2837
.....	100	.....	.....	.....	174	174	.....	.....	J. A. Puffer.....	2838
.....	50	1,150	.....	52	.....	53	.....	.....	Jennie M. Rice.....	2839
25	65	3,764	.....	225	.....	238	.....	.....	Katharine Perley.....	2840
.....	.....	.....	.....	.....	.....	.....	.....	.....	Edna C. Baldwin.....	2841
300	419	8,539	.....	477	525	1,317	5,000	.....	Florence A. Johnson.....	2842
100	25	.....	.....	75	.....	75	.....	.....	.....	2843
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2844
1,500	586	28,906	2,250	925	771	4,132	19,978	25,000	Herbert W. Denis.....	2845
1,000	462	13,400	490	.....	88	578	2,000	20,000	Mary P. Bunce.....	2846
.....	83	1,809	.....	91	35	126	506	.....	George E. Knight.....	2847
.....	125	.....	250	307	196	786	3,025	16,000	May Belle Hager.....	2848
12,000	300	.....	.....	.....	.....	.....	.....	.....	William Merrill, jr.....	2849
.....	187	7,679	.....	250	18	453	500	400	Caroline Carr.....	2850
127	654	16,052	.....	2,000	364	2,862	8,400	40,000	Maudie M. Pennock.....	2851
.....	644	20,153	.....	500	.....	1,322	.....	.....	Daniel G. White.....	2852
.....	100	3,740	135	.....	10	145	.....	.....	Francis J. Edwards.....	2853
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2854
100	25	1,000	.....	35	.....	38	.....	1,000	.....	2855
.....	651	48,134	.....	3,365	300	3,786	22,500	23,000	Caroline A. Blanchard.....	2856
50	120	4,160	.....	180	.....	180	.....	.....	Ella L. Elder.....	2857
.....	163	11,061	.....	.....	.....	748	1,000	.....	Mrs. W. H. Fuller.....	2858
.....	400	35,244	1,800	.....	.....	1,899	.....	.....	Eliena S. Spilsted.....	2859
.....	.....	1,100	.....	.....	.....	278	.....	.....	Herbert B. Davis.....	2860
520	93	17,129	.....	.....	800	800	.....	15,000	Ada M. Chandler.....	2861
.....	384	7,120	.....	412	.....	452	.....	.....	Lucy F. Curtis.....	2862
17,720	1,800	.....	.....	.....	2,716	4,550	53,134	25,000	Chas. H. Burr.....	2863
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2864
.....	20	.....	.....	300	.....	335	.....	.....	Anna Sheldon.....	2865
.....	240	20,540	.....	1,200	.....	1,200	.....	.....	F. O. Small.....	2866
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2867
.....	604	40,735	.....	2,059	40	2,512	2,000	.....	Cora A. Quinby.....	2868
.....	65	750	15	50	.....	65	.....	.....	Mrs. S. H. Bicknell.....	2869
200	539	34,451	.....	2,200	.....	2,301	.....	25,000	Bessie F. Cordes.....	2870
500	93	1,522	.....	.....	210	.....	.....	.....	.....	2871
13,126	959	53,495	4,959	4,700	2,397	12,056	51,700	80,000	William R. Cutter.....	2872
.....	.....	.....	.....	.....	.....	.....	1,200	300	.....	2873
.....	150	.....	.....	.....	.....	.....	.....	.....	.....	2874
.....	1,645	7,000	.....	.....	.....	20,000	600,000	125,000	Edmund M. Barton.....	2875
.....	94	.....	27	.....	59	86	.....	.....	Louis N. Wilson.....	2876
.....	30	1,000	.....	50,190	2,869	54,074	65,062	175,935	Frances Hunt.....	2877
.....	6,482	218,867	.....	.....	.....	.....	.....	.....	Samuel S. Green.....	2878
4,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	2879
.....	.....	.....	.....	.....	.....	.....	.....	.....	Edward P. Spillane, S. J.....	2880
300	20	600	.....	.....	82	82	25,000	.....	.....	2881
.....	12	.....	.....	.....	.....	.....	1,900	.....	Mertie L. Nelson.....	2882

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MASSACHUSETTS— continued.								
2889 Worcester	Public School*.....	1872	Sch...	F.	T.	Fr.	R.	2,000
2890 ..do.....	Sodality of the Sacred Heart Library.	1872	Soc...	F.	C.	S. Fr.	B.	1,642
2891 ..do.....	South High School.....	1901	Sch...	F.	T.	Fr.	R.	1,075
2892 ..do.....	State Normal School.....	1874	Sch...	F.	T.	Fr.	R.	13,823
2893 ..do.....	Worcester Academy (Nelson Wheeler Library).	1871	Sch...	F.	C.	Fr.	B.	2,500
2894 ..do.....	Worcester Choral Union Lib.*.	1871	Soc...	F.	C.	Fr.	B.	3,154
2895 ..do.....	Worcester County Homoeo- pathic Medical Soc. Lib.*	1871	Med...	F.	C.	Fr.	R.	1,000
2896 ..do.....	Worcester County Horticul- tural Society.	1840	Sci...	F.	C.	Fr.	B.	3,000
2897 ..do.....	Worcester County Law Lib..	1842	Law...	F.	T.	F.	B.	22,545
2898 ..do.....	Worcester County Mechan- ics Association.	1843	Gen...	F.	C.	Fr.	B.	13,747
2899 ..do.....	Worcester County Musical Association.	1858	Soc...	F.	C.	Fr.	B.	25,000
2900 ..do.....	Worcester Dist. Medical Lib..	1822	Med...	F.	C.	S. Fr.	B.	8,219
2901 ..do.....	Worcester Insane Asylum...	1877	Asy...	F.	C.	Fr.	R.	1,000
2902 ..do.....	Worcester Polytechnic Inst..	1868	Col...	F.	C.	Fr.	B.	8,914
2903 ..do.....	Worcester Soc. of Antiquity..	1875	Hist...	O.	C.	Fr.	R.	18,492
2904 Wrentham	Fiske Library.....	1892	Gen...	O.	T. D.	F.	B.	4,000
2905 Yarmouth Port...	Yarmouth Lib. Association..	1866	Gen...	O.	C.	F.	B.	7,000
MICHIGAN.								
2906 Adrian.....	Adrian College.....	1859	Col...	F.	C.	Fr.	R.	6,000
2907 ..do.....	Public School.....	1889	Sch...	R.	T.	F.	B.	17,197
2908 ..do.....	Raisin Valley Seminary.....	1889	Sch...	F.	C.	Fr.	B.	1,000
2909 ..do.....	State Industrial Home for Girls.	1889	Asy...	F.	T.	F.	B.	1,853
2910 Agricultural Col.	State Agricultural College....	1857	Col...	O.	T.	F.	B.	24,003
2911 Albion.....	Albion College.....	1861	Col...	O.	C.	F.	B.	15,000
2912 ..do.....	Ladies' Library Association..	1870	Gen...	O.	C.	S.	C.	3,000
2913 ..do.....	Public School.....	1881	Sch...	F.	T.	F.	B.	2,033
2914 Allegan.....	Township Library.....	1881	Gen...	R.	T.	F.	B.	1,025
2915 Alma.....	Alma College.....	1889	Col...	F.	C.	S. Fr.	B.	18,531
2916 ..do.....	Public High School.....	1888	Sch...	F.	T.	F.	R.	1,800
2917 Alpena.....	Public Library.....	1876	Gen...	F.	T.	F.	B.	3,854
2918 Ann Arbor.....	McMillan Hall Library*.....	1876	Theo...	O.	C.	F.	R.	6,000
2919 ..do.....	Public Library.....	1856	Gen...	F.	T.	F.	B.	8,531
2920 ..do.....	St. Thomas High School.....	1873	Sch...	F.	C.	Fr.	B.	1,000
2921 ..do.....	Unitarian Church Library.....	1873	Gen...	F.	C.	F.	B.	2,000
2922 ..do.....	University of Michigan.....	1841	Col...	O.	T.	F.	C.	172,510
2923 ..do.....	Department of Law.....	1841	Law...	F.	T.	Fr.	R.	19,758
2924 ..do.....	Department of Medicine and Surgery.	1841	Med...	F.	T.	Fr.	R.	15,000
2925 ..do.....	Harris Hall Library*.....	1889	Gen...	O.	C.	S.	R.	1,236
2926 ..do.....	Students Christian Assoc.....	1888	C. Soc.	O.	C.	F.	B.	1,000
2927 Ausable.....	Henry Nelson Loud Public Library.	1880	Gen...	O.	C.	F.	B.	1,100
2928 Bangor.....	Public High School.....	1903	Sch...	F.	T.	Fr.	R.	1,000
2929 Battlecreek.....	Battle Creek College*.....	1872	Sch...	O.	C.	F.	R.	3,000
2930 ..do.....	Public School.....	1870	Sch...	F.	T.	F.	B.	18,000
2931 ..do.....	Sanitarium and Medical Col..	1896	Gen...	R.	C.	Fr.	R.	2,123
2932 Bay City.....	Public High School.....	1877	Sch...	F.	T.	Fr.	B.	1,200
2933 ..do.....	Public Library.....	1877	Gen...	F.	T.	F.	B.	23,412
2934 Beacon.....	Champ. Township High Sch..	1888	Sch...	F.	T.	F.	B.	1,400
2935 Bellevue.....	Township Library.....	1870	Gen...	R.	T.	F.	B.	1,400
2936 Benton Harbor.....	Benton Harbor College.....	1886	Sch...	F.	C.	Fr.	R.	1,000
2937 ..do.....	Public Library.....	1899	Gen...	O.	T.	F.	B.	3,427
2938 Benzonia.....	Benzonia Academy.....	1860	Sch...	O.	C.	Fr.	B.	6,000
2939 Bessemer.....	Public School.....	1893	Sch...	F.	T.	F.	R.	1,500
2940 Big Rapids.....	Ferris Institute.....	1884	Sch...	O.	C.	Fr.	R.	1,000
2941 ..do.....	Phelps Free Library.....	1903	Gen...	O.	T.	F.	B.	1,600
2942 Birmingham.....	Ladies' Library.....	1869	Soc...	O.	C.	S. Fr.	B.	2,249

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	34	1,000				\$65			Sister Mary Aloysius	2889
	5								Anna P. Smith	2890
										2891
										2892
										2893
										2894
	25	300							Adin A. Hixon	2895
	592	15,088		\$8,895		8,895				2896
	117	9,050							Jeannette P. Babbitt	2897
										2898
									L. M. Lovell	2899
1,007	116	343			\$506	506	\$10,246		Albert C. Getchell, M. D.	2900
500	5					791			Emily M. Haynes	2901
32,500	1,092				291				Ellery B. Crane	2902
36	168	13,000	\$650		200	1,700		\$25,000	Mary A. Smith	2903
467		3,800				598	5,000		Lydia C. Matthews	2904
						750	12,500			2905
	549	55,843		1,687		1,687			G. B. McElroy	2906
200	450	300				15			Margaret F. Jewell	2907
									Jonathan Dickinson, jr.	2908
										2909
	926			1,400		1,421		22,000	Linda E. Landon	2910
	425	8,600				100	1,000		Eleanor T. Avann	2911
	50	4,520				90			Mrs. L. E. Farnham	2912
250	300			396		396			W. J. McKoue	2913
				260		260			Olla Greene	2914
	544					510			Essy Gertrude Hooper	2915
400	40	700		100		100			A. F. Rockwell	2916
1,235	172	6,743		600		605			Emily E. Oliver	2917
								30,000		2918
	489	21,090	1,428			1,483			Nellie S. Loving	2919
	50									2920
	8,110	11,232		16,000	1,850	17,850	1,103		Ida C. Finney	2921
							30,000	125,500	R. C. Davis	2922
										2923
										2924
										2925
350						75		40,000	Florence A. Barnard	2926
	125	4,000							C. M. Jansky	2927
										2928
				335	200	535			E. V. Root	2929
	1,022	45,748				126	10,000		Isca Amberg	2930
	163	2,425				49			Sarah Adaline Bowen	2931
	25								Sarah E. Smith	2932
1,882	77,023			3,640		3,986			A. J. Cooke	2933
140	1,500			188		188			J. S. Beatty	2934
50				50		50			Mrs. M. W. De Puy	2935
	868	27,890	1,500						G. J. Edgumbe	2936
1,000						2,084		20,000	Louise H. Bailey	2937
	200			910		910		2,500	Charles W. Dunn	2938
	150					500				2939
										2940
	40	3,000				318	600		Mrs. E. M. Robinson	2941
								5,000	Miss M. Baldwin	2942

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MICHIGAN—cont'd.								
2943	Buchanan	Township Library*	1879	Gen ..	R ..	T ..	F ..	B ..	2,000
2944	Cadillac	Public High School		Sch ..	F ..	T ..	F ..	B ..	1,850
2945	Calumet	Public Library of the C. and H. Mining Co.	1898	Gen ..	O ..	T. C.	F ..	B ..	18,543
2946	.....do	Public School*		Sch ..	F ..	T ..	Fr.	B ..	1,600
2947	Caro	Public School		Sch ..	F ..	T ..	F ..	B ..	1,000
2948	Carson City	Public High School		Sch ..	F ..	T ..	Fr.	B ..	1,046
2949	Cassopolis	Reading Room and Lib. Assoc* ..	1871	Gen ..	R ..	C ..	S ..	C ..	1,450
2950	Cedar Springs	Public School	1890	Sch ..	F ..	T ..	F ..	R ..	1,600
2951	Charlotte	Public Library	1896	Gen ..	O ..	T ..	F ..	B ..	5,742
2952	Coldwater	Free Public Library and Reading Room.	1869	Gen ..	O ..	T ..	F ..	B ..	15,527
2953	.....do	Public School	1874	Asy ..	F ..	T ..	Fr.	B ..	2,600
2954	Constantine	Public High School		Sch ..	F ..	T ..	Fr.	B ..	1,500
2955	Corunna	Public School		Sch ..	F ..	T ..	Fr.	B ..	1,200
2956	Crystal Falls	Public School		Sch ..	F ..	T ..	Fr.	B ..	3,320
2957	Detroit	Central High School	1885	Sch ..	F ..	T ..	Fr.	B ..	6,000
2958	.....do	Detroit College	1877	Col ..	F ..	C ..	Fr.	R ..	12,545
2959	.....do	College of Law	1863	Law ..	F ..	C ..	S ..	B ..	13,040
2960	.....do	College of Medicine		Med ..	F ..	C ..	Fr.	R ..	1,200
2961	.....do	Students' Library*	1877	Col ..	F ..	C ..	F ..	B ..	11,200
2962	.....do	Detroit Home and Day School ..		Sch ..	F ..	C ..	Fr.	B ..	3,000
2963	.....do	Detroit Seminary	1859	Sch ..	F ..	C ..	Fr.	B ..	3,000
2964	.....do	Detroit University School	1899	Sch ..	R ..	C ..	Fr.	R ..	1,300
2965	.....do	Eastern High School	1895	Sch ..	F ..	T ..	Fr.	B ..	2,130
2966	.....do	Garfield Public School		Sch ..	F ..	T ..	F ..	B ..	1,000
2967	.....do	House of Correction	1861	Asy ..	F ..	T ..	F ..	C ..	1,200
2968	Detroit (Pt. W'yne) ..	Post Library	1865	Gar ..	F ..	T ..	Fr.	B ..	1,300
2969	Detroit	Public Library	1865	Gen ..	O ..	T ..	F ..	B ..	179,740
2970	.....do	Sacred Heart Academy	1860	Sch ..	F ..	C ..	S ..	B ..	2,000
2971	.....do	Sodality Library, St. Peter and St. Paul's Church.	1890	Soc ..	F ..	C ..	F ..	B ..	2,000
2972	.....do	Western High School	1900	Sch ..	F ..	T ..	F ..	C ..	2,061
2973	.....do	Y. M. C. A., Railroad Dept ..	1876	Y. M. ..	F ..	C ..	S ..	B ..	2,500
2974	.....do	Young Men's Sodality of St. Joseph's Church.* ..	1886	Sch ..	O ..	C ..	F ..	B ..	1,200
2975	Dexter	Public School	1888	Sch ..	F ..	T ..	S. Fr.	R ..	1,286
2976	Dowagiac	Ladies' Library Association ..	1872	Gen ..	O ..	C ..	S. Fr.	B ..	2,500
2977	.....do	Public School		Sch ..	F ..	T ..	F ..	B ..	1,384
2978	Dryden	Ladies' Library Association* ..	1871	Gen ..	O ..	C ..	S ..	B ..	1,200
2979	Eaton Rapids	City Library	1882	Gen ..	F ..	T ..	F ..	B ..	2,500
2980	Escanaba	Carnegie Public Library	1903	Gen ..	O ..	T ..	F ..	B ..	1,882
2981	.....do	Public High School		Sch ..	F ..	T ..	Fr.	B ..	1,200
2982	Evart	Public School		Sch ..	F ..	T ..	Fr.	R ..	1,000
2983	Fenton	Ladies' Library Association ..	1869	Soc ..	R ..	C ..	S ..	C ..	1,600
2984	.....do	Normal School	1881	Sch ..	F ..	C ..	F ..	R ..	2,100
2985	.....do	Public School	1880	Sch ..	F ..	T ..	Fr.	B ..	1,500
2986	Flint	Michigan School for the Deaf ..	1860	Sch ..	F ..	T ..	Fr.	B ..	4,120
2987	.....do	Public Library	1855	Gen ..	O ..	T ..	F ..	B ..	10,000
2988	Flushing	Ladies' Library Association* ..	1872	Gen ..	R ..	C ..	S ..	B ..	1,537
2989	Frankfort	Public School	1898	Sch ..	F ..	T ..	F ..	B ..	1,778
2990	Gaines	Public High School		Sch ..	F ..	T ..	Fr.	B ..	1,000
2991	Grand Haven	Akeley Institute*	1888	Sch ..	F ..	C ..	Fr.	R ..	1,500
2992	.....do	Public School	1874	Sch ..	F ..	T ..	F ..	B ..	3,000
2993	Grand Rapids	Ladies' Literary Club	1873	Soc ..	O ..	C ..	S ..	B ..	1,650
2994	.....do	Law Library	1887	Law ..	R ..	C ..	S ..	B ..	7,360
2995	.....do	Public School	1861	Sch ..	F ..	T ..	F ..	B ..	62,234
2996	Grant	Ashland College*	1883	Col ..	F ..	C ..	F ..	R ..	5,014
2997	Grasslake	Public High School		Sch ..	F ..	T ..	Fr.	B ..	1,000
2998	Greenville	Ladies' Library Association ..	1868	Gen ..	R ..	C ..	S ..	C ..	2,339
2999	.....do	Public School		Sch ..	F ..	T ..	Fr.	B ..	1,500
3000	Grosse Pointe Fms. ..	Academy of the Sacred Heart ..		Sch ..	F ..	C ..	Fr.	R ..	1,800
3001	Hancock	Public School	1876	Sch ..	F ..	T ..	F ..	B ..	2,500
3002	Harbor Springs	Christian Association	1899	Gen ..	O ..	C ..	F ..	B ..	1,355
3003	Hastings	Public School		Sch ..	F ..	T ..	F ..	B ..	1,800
3004	Hillsdale	Hillsdale College	1855	Col ..	F ..	C ..	S. Fr.	B ..	11,490
3005	.....do	Ladies' Library Association* ..	1879	Soc ..	R ..	C ..	S ..	C ..	2,300

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MICHIGAN—cont'd.								
3006 Hillsdale.....	Public High School	1866	Sch....	F.	T.	Fr.	B.	1,500
3007 Holland.....	Hope College (Graves Lib.)	1866	Col....	O.	C.	Fr.	B.	15,000
3008 .....do.....	Public Library	1875	Gen....	R.	T.	F.	B.	3,500
3009 .....do.....	Township Library	1878	Gen....	F.	T.	F.	B.	1,200
3010 .....do.....	Western Theological Seminary	1875	Theo....	F.	C.	Fr.	R.	6,000
3011 Holly.....	Ladies' Library*	1877	Gen....	R.	C.	S.	C.	1,483
3012 Houghton.....	Michigan College of Mines	1885	Col....	F.	T.	Fr.	B.	18,060
3013 .....do.....	Public School	1886	Sch....	F.	T.	Fr.	B.	5,000
3014 .....do.....	Women's Library Association	1896	Gen....	F.	C.	S.	C.	1,500
3015 Howell.....	Ladies' Library	1878	Gen....	F.	C.	S.	C.	1,200
3016 .....do.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	1,500
3017 Hudson.....	Public High School	1883	Sch....	F.	T.	F.	B.	1,500
3018 Ionia.....	Hall Fowler Memorial Lib.	1903	Gen....	O.	T.	F.	B.	1,350
3019 .....do.....	Michigan Reformatory	1880	Asy....	F.	T.	Fr.	R.	2,100
3020 .....do.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	1,000
3021 Iron Mountain.....	Carnegie Public Library	1888	Gen....	O.	T.	F.	B.	4,703
3022 Ironwood.....	Free Library*	1886	Gen....	O.	T.	F.	B.	5,000
3023 .....do.....	Public School	1890	Sch....	F.	T.	F.	B.	2,525
3024 Ishpeming.....	City Library	1872	Gen....	F.	T.	F.	B.	7,640
3025 .....do.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	1,200
3026 Ithaca.....	Public High School	1883	Sch....	F.	T.	F.	B.	1,803
3027 Jackson.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	2,500
3028 .....do.....	Public Library	1885	Gen....	O.	T.	F.	B.	23,767
3029 .....do.....	State Prison	1886	Asy....	F.	T.	F.	R.	3,500
3030 Jonesville.....	Ladies' Library	1874	Gen....	O.	C.	S. Fr.	B.	3,260
3031 Kalamazoo.....	Kalamazoo College	1833	Col....	F.	C.	Fr.	R.	8,000
3032 .....do.....	Kalamazoo County Law Lib.	1888	Law....	F.	T.	Fr.	R.	2,000
3033 .....do.....	Ladies' Library Association	1852	Gen....	O.	C.	S.	B.	2,814
3034 .....do.....	Mich. Asylum for the Insane	1860	Asy....	F.	T.	F.	B.	1,030
3035 .....do.....	Michigan Female Seminary	1865	Sch....	F.	C.	Fr.	R.	4,000
3036 .....do.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	1,000
3037 .....do.....	Public Library	1870	Gen....	O.	T.	F.	C.	31,887
3038 .....do.....	Wilbur Home and School for the Feeble Minded.	1884	Asy....	F.	C.	F.	B.	1,000
3039 Lake Linden.....	Township Library	1886	Sch....	F.	T.	F.	B.	1,660
3040 Lansing.....	Industrial School for Boys	1857	Asy....	F.	T.	F.	B.	1,500
3041 .....do.....	Mich. School for the Blind	1881	Asy....	F.	T.	F.	B.	3,300
3042 .....do.....	Public School	1886	Sch....	O.	T.	F.	B.	12,573
3043 .....do.....	State Board of Health	1873	Med....	F.	T.	F.	B.	7,090
3044 .....do.....	State Library	1828	State..	F.	T.	F.	B.	125,000
3045 Lapcer.....	Ladies' Library*	1886	Gen....	R.	C.	S.	C.	5,003
3046 Lexington.....	Moore Public Library	1903	Gen....	O.	T.	F.	B.	1,550
3047 Lowell.....	School District No. 1	1857	Sch....	R.	T.	F.	B.	4,000
3048 Ludington.....	Public School	1878	Sch....	F.	T.	F.	B.	3,500
3049 Manistee.....	Public School	1886	Sch....	F.	T.	F.	B.	5,053
3050 Manistique.....	Public School	1886	Sch....	F.	T.	F.	B.	1,800
3051 Marine City.....	Public School	1886	Sch....	F.	T.	F.	R.	1,200
3052 Marquette.....	Bar Library Association	1892	Law....	R.	C.	S.	R.	3,000
3053 .....do.....	Northern State Normal Sch.	1899	Sch....	F.	T.	F.	B.	5,500
3054 .....do.....	Peter White Public Library	1891	Gen....	O.	T.	F.	B.	13,497
3055 .....do.....	Public High School*	1891	Sch....	F.	T.	F.	B.	1,000
3056 .....do.....	St. Joseph's Academy	1880	Sch....	F.	C.	F.	B.	1,000
3057 .....do.....	U. P. Branch Prison Library	1880	Asy....	F.	T.	F.	B.	2,400
3058 Marshall.....	Ladies' Library Association	1869	Gen....	F.	C.	S. Fr.	B.	3,800
3059 .....do.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	2,003
3060 Mason.....	Public High School	1870	Sch....	F.	T.	Fr.	R.	1,200
3061 Mendon.....	Township Free Public Lib.	1889	Gen....	R.	T.	F.	B.	4,290
3062 Menominee.....	Public Library	1873	Gen....	R.	T. C.	F.	B.	4,593
3063 .....do.....	Public School	1876	Sch....	F.	T.	F.	B.	2,130
3064 Michigamme.....	Public School	1876	Sch....	F.	T.	Fr.	B.	1,000
3065 Midland.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	1,500
3066 Milan.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	1,000
3067 Monroe.....	City Library	1828	Gen....	R.	T.	F.	B.	5,510
3068 .....do.....	Public High School	1886	Sch....	F.	T.	Fr.	B.	5,900
3069 .....do.....	St. Mary's Academy	1862	Sch....	F.	C.	Fr.	B.	8,662
3070 Mount Clemens.....	Public Library	1891	Gen....	O.	T.	F.	B.	5,777
3071 Mount Pleasant.....	Central State Normal School	1886	Sch....	F.	T.	F.	B.	5,248
3072 .....do.....	Public High School	1886	Sch....	F.	T.	F.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
				\$100		\$150			Bion Petrie
	80								A. Raap
	150	14,903	\$1,000	72		1,811			J. R. Kauters
	90	800		119		119			A. Van Der Haar
	18	5,000				160			
3,504	1,008								Frances H. Seott
	100					220			
	250	200							Mollie A. Burt
	50	300							E. Alma Sharpe
	300			250		509			Julia H. Beese
	31			100		100		\$25,000	Nina K. Preston
250	982	20,454		3,500		3,711		20,000	Margaret McVety
	125			1,000		1,000			Carrie Acker
575	290	31,474		2,918		3,000			Edith C. Broad
	23			50		50			
	2,780	82,469	6,294			7,283			Miss C. F. Waldo
		15,600		456		456			H. H. Thompson
	106					298		2,000	Mary D. Graham
	100			400		400			
	2	99				263		22,000	Jennie C. den Bleyker
500		50			\$60	60	\$1,000		
	1,564	62,616						90,000	I. C. Roberts
									C. T. Wilbur, M. D
	15	500				570			Joseph Brault
				250		250			
	573	40,826		7,568		8,193			Gertrude P. Humphrey
6,000	153	93							Henry B. Baker
	20					7			May C. Spencer
	200	3,521	144			384	2,500	6,000	Anna E. Henry
	49	8,481	300	50		350			Donna E. Wisner
	466	19,696	500	200		200			Kate S. Hutchins
						934			Lillian F. Brownrigg
	25	500				12			Edith Fuller
	50			275		275			E. A. Markham
	509					100			J. E. Ball
4,137	715	20,981	6,891	1,000		1,000			Mrs. J. E. M. Donning
				269		7,728	20,000	10,000	Rose E. Patenaude
400	30	400							
1,000	300	2,400		800		800			Sister Angela
	91								R. Holzhey
200	150			480		480			Fred Fullerton
300	212	6,953	518			529			Mrs. M. E. Martin
	267	16,582		700		1,143			Mrs. G. B. Munger
300		3,500		617		617			B. S. Hopkins
	203	14,953		703		710			Alice E. Kendal
	5,213								
600									
3,300	682	140,000	1,500			1,586			Margaret C. Aplegen
85	72			118		118			M. Louise Converse

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MICHIGAN—cont'd.								
3073 Muskegon.....	Hackley Public Library.....	1888	Gen	O.	T. D.	F.	B.	37,832
3074 Nashville.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	1,100
3075 Negaunee.....	Public Library.....	1868	Gen	F.	T.	Fr.	B.	2,776
3076 Niles.....	Ladies' Library*.....	.....	Gen	R.	C.	F.	R.	1,750
3077 ..do.....	Public School.....	1855	Sch.	F.	T.	F.	B.	3,500
3078 ..do.....	Township Library.....	.....	Gen	R.	T.	F.	C.	1,026
3079 Northbranch.....	Public High School.....	1896	Sch.	F.	D.	Fr.	R.	1,000
3080 Northville.....	Ladies' Library Association.....	1889	Gen	O.	C.	S. Fr.	B.	2,700
3081 ..do.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	1,000
3082 Norway.....	Public School.....	1880	Sch.	F.	T.	F.	B.	1,100
3083 Olivet.....	Olivet College.....	1847	Col.	O.	C.	Fr.	B.	28,500
3084 ..do.....	Walton Township Library*.....	1880	Gen	R.	T.	F.	C.	1,446
3085 Opechee.....	School District Library.....	1880	Sch.	F.	T.	F.	B.	4,000
3086 Orchard Lake.....	Michigan Military Academy.....	1877	Sch.	F.	C.	Fr.	B.	7,000
3087 Otsego.....	Township Library.....	.....	Gen	F.	T.	F.	B.	1,223
3088 Owosso.....	Ladies' Lib. and Lit. Assoc.....	1867	Gen	R.	C.	S.	C.	3,181
3089 ..do.....	Young Men's Christian Assoc.....	1887	Y. M.	R.	C.	Fr.	B.	1,005
3090 Paw Paw.....	Public School.....	1895	Sch.	F.	T.	F.	B.	2,050
3091 Pentwater.....	Township Library.....	1888	Sch.	R.	T.	F.	R.	2,389
3092 Petoskey.....	Normal School.....	1888	Sch.	R.	C.	F.	R.	1,503
3093 ..do.....	School District Library.....	1890	Sch.	F.	T.	F.	B.	1,400
3094 Plainwell.....	Ladies' Library Association.....	1868	Gen	O.	C.	S. Fr.	C.	2,090
3095 Plymouth.....	Public School.....	1852	Sch.	F.	T.	F.	B.	1,535
3096 Pontiac.....	Eastern Michigan Asylum.....	1878	Asy.	F.	T.	F.	B.	1,828
3097 ..do.....	Ladies' Library.....	1882	Gen	O.	C.	S. Fr.	B.	4,009
3098 ..do.....	Public High School.....	1870	Sch.	F.	T.	F.	B.	3,635
3099 Port Huron.....	Ladies' Library Association.....	1866	Gen	O.	C.	S. Fr.	C.	4,280
3100 ..do.....	Public Library.....	1895	Gen	R.	T.	F.	B.	12,450
3101 ..do.....	St. Clair Co. Circuit Court Lib.	1889	Law	F.	C.	Fr.	R.	1,500
3102 Portland.....	Free Library.....	.....	Gen	R.	T.	F.	C.	1,100
3103 Republic.....	Township Library.....	1877	Gen	O.	T.	F.	B.	1,000
3104 Ridgeway.....	Hall Memorial Library.....	1887	Gen	O.	D.	S. Fr.	R.	1,647
3105 Romeo.....	Public School.....	.....	Sch.	F.	T.	Fr.	B.	1,415
3106 Saginaw.....	East Side High School.....	.....	Sch.	F.	T.	F.	B.	1,359
3107 ..do.....	East Side Public Library.....	1862	Gen	R.	C.	F.	B.	13,500
3108 ..do.....	Germania Institute.....	1856	Soc.	F.	C.	S. Fr.	B.	5,200
3109 ..do.....	Hoyt Public Library.....	1883	Gen	O.	T. D.	F.	R.	25,000
3110 Saginaw (west side).....	Public and School Library.....	1855	Sch.	F.	T.	F.	B.	9,565
3111 ..do.....	Tutonia Library.....	1867	Soc.	F.	C.	S.	C.	2,000
3112 St. Clair.....	Ladies' Library*.....	1869	Gen	R.	C.	S.	C.	1,830
3113 ..do.....	Public High School.....	1830	Sch.	F.	T.	Fr.	R.	1,100
3114 St. Johns.....	Ladies' Library Association.....	1870	Gen	R.	C.	S.	C.	3,187
3115 St. Joseph.....	Public High School.....	1880	Sch.	F.	T.	Fr.	B.	4,000
3116 St. Louis.....	Public High School.....	.....	Sch.	F.	T.	F.	R.	1,500
3117 Saline.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	1,000
3118 Sault Ste. Marie.....	Public Library.....	.....	Gen	F.	T.	F.	C.	2,500
3119 Schoolcraft.....	Ladies' Library Association.....	1879	Soc.	O.	C.	S.	B.	1,277
3120 Sparta.....	Public High School.....	1897	Sch.	F.	T.	F.	B.	1,000
3121 Spring Lake.....	Township Library.....	1860	Gen	F.	T.	F.	R.	1,090
3122 Sturgis.....	City Library.....	1882	Gen	R.	T.	F.	B.	4,784
3123 Tecumseh.....	Public Library.....	1896	Gen	R.	T.	F.	B.	3,915
3124 Three Rivers.....	Free Public Library.....	1887	Gen	R.	T.	F.	B.	7,851
3125 Traverse City.....	Ladies' Library Association.....	1869	Gen	O.	C.	S.	B.	2,448
3126 ..do.....	Public High School.....	1885	Sch.	F.	D.	Fr.	R.	1,400
3127 Union City.....	Union Township Library.....	1878	Gen	R.	T.	F.	B.	1,370
3128 Utica.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	1,070
3129 Vassar.....	Public School.....	.....	Sch.	F.	T.	F.	B.	1,050
3130 Vicksburg.....	Ladies' Library.....	.....	Gen	O.	C.	S.	C.	1,000
3131 ..do.....	Schoolcraft Township Lib.....	.....	Gen	F.	T.	F.	B.	1,000
3132 West Bay City.....	Sage Library.....	1884	Gen	O.	T.	F.	B.	27,303
3133 Whitehall.....	Public High School.....	1870	Sch.	F.	T.	Fr.	R.	1,700
3134 ..do.....	Township Library.....	1874	Gen	R.	T.	F.	C.	1,406
3135 Wyandott.....	Public High School.....	.....	Sch.	F.	T.	Fr.	B.	5,000
3136 ..do.....	Public Library.....	.....	Gen	R.	T.	F.	C.	6,787
3137 Ypsilanti.....	Ladies' Library.....	1868	Gen	O.	T. C.	F.	B.	5,703
3138 ..do.....	Public School.....	1849	Sch.	F.	T.	F.	B.	6,000
3139 ..do.....	State Normal College.....	1852	Sch.	F.	T.	Fr.	R.	25,000

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States of 1,000 volumes and over in 1903—Continued.

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			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	1,875	52,840		\$3,479	\$3,750	\$12,167	\$75,000	\$200,000	Julia S. Wood
229	322	6,614		250		250			S. E. Wellet
556	100	3,000	\$200	45		260			J. D. Schiller
	82	389		12		12			Theo. G. Beaver
	200					125			Emma A. Rohn
	100	7,000				155		1,000	
200	100	550		200		200			
	421	15,000			900	912	15,000	30,000	Joseph L. Daniels
	38		65			65			
	650	3,000		500		500			Alfred Nichols
1,000									
	82	7,050				63			Mrs. S. D. Hains
	77	3,568				217			Mrs. E. A. Todd
204	30	1,016				100			Lucius E. Gould
	25	2,000	250			275			
	30		200			200			John F. Hurley
40	25								M. O. Graves
									W. M. Andrus
	43	500		18		18			Mrs. Jennie M. Clement
	50								J. E. Mealley
	100	2,000							Jas. Hurst
928	206	10,062		250		402			Agnes P. Cudworth
	146	1,428			197	308	2,250	4,500	Mary E. Hixson
2,000	1,355	41,527	4,000			5,232			Lucy A. Hendricks
	75								Alta Stansbury
				135		135			
1,000	5	150			150	250	3,000	3,500	Geo. McDonald
				100		185			Mrs. W. H. Arner
100				130		130			J. J. Marshall
631	1,231	28,078	2,000	500		2,895			Bess Blackmar
	100	4,000							Lucy E. Houghton
650	550			1,000	3,600	4,000	75,000	52,000	F. M. Leitzow
	454	23,154	950	379		1,886			Harriet H. Ames
	50	590							
25	250	600	70	100		23			Otto Stempel
	44	2,600			25	170			C. S. Weaver
						163	800		Frances A. Ball
100									H. W. Daniels
1,000	75			250		262			Eirdelle Sprague
	50	450				374		2,200	
	126	1,247		40		40			L. L. Coates
		1,500		48		48			Chas. M. Kay
		8,181		65		70			Mrs. S. G. Patterson
300	360	18,000	719			834			Gertrude Huey
4,507	366	21,403	1,548			1,611			Sue Imogene Silliman
	140	2,361				2,126		12,000	Callie Thacker
						3			
	120		173	52		225			Mrs. R. S. Townsend
	1			36		36			W. Sherman Lister
	100					380		6,100	Ruth Ramsdell
				90		115			C. L. Van Antwerp
5,000		35,794		2,735		2,999		25,000	Phebe Parker
	40			25		25			
		9,860		50		73			Helen D. Hedges
	206								Elizabeth Conwell
	250	19,000		750		1,320			Lucy B. Loomis
365	505	4,628	550			587			Mildred S. Smith
	1,500			3,600		3,600			G. M. Walton

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MINNESOTA.								
3140 Aitkin	Public High School	1890	Sch.	F.	T.	F.	B.	1,000
3141 Albert Lea	Albert Lea College	1886	Col.	F.	C.	Fr.	R.	2,000
3142 ..do	Public Library	1903	Gen.	R.	T.	F.	B.	1,750
3143 ..do	Public School	1881	Sch.	F.	T.	Fr.	B.	1,403
3144 Anoka	Irving High School .....	.....	Sch.	F.	T.	Fr.	B.	1,100
3145 ..do	Public Library*	1893	Gen.	R.	T.	F.	B.	5,000
3146 Appleton	Appleton Library	1896	Gen.	F.	T. C.	S. Fr.	C.	1,500
3147 Austin	Library Association	1869	Gen.	F.	C.	S. Fr.	B.	3,400
3148 ..do	Public School	1878	Sch.	F.	T.	F.	B.	1,100
3149 Benson	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,400
3150 Blue Earth	Public Library* .....	.....	Gen.	R.	T.	F.	B.	1,200
3151 ..do	Public School .....	.....	Sch.	F.	T.	F.	B.	2,000
3152 Brainerd	Northern Pacific R. R. Lib. Assoc.	1884	Gen.	F.	C.	S.	B.	1,100
3153 Cannon Falls	Public High School	1893	Sch.	F.	T.	F.	R.	1,200
3154 Chatfield	Public High School* .....	.....	Sch.	F.	T.	F.	R.	2,000
3155 Cloquet	Public Library	1895	Gen.	O.	T.	F.	C.	7,341
3156 ..do	Public School*	1880	Sch.	F.	T.	Fr.	B.	1,206
3157 Collegeville	St. John's Abbey	1857	Theo.	O.	C.	Fr.	B.	20,000
3158 ..do	Students' Library .....	.....	Col.	F.	C.	Fr.	B.	2,500
3159 Dawson	Public School	1885	Sch.	F.	T.	F.	B.	1,100
3160 Detroit City	Public High School	1893	Sch.	F.	T.	Fr.	B.	1,400
3161 Dodge Center	Public School .....	.....	Sch.	F.	T.	F.	B.	1,000
3162 Duluth	Central High School	1880	Sch.	F.	T.	Fr.	R.	3,166
3163 ..do	Duluth Bar Library Assoc.	1889	Law	R.	C.	S.	R.	10,000
3164 ..do	Normal School	1903	Sch.	F.	T.	F.	B.	1,000
3165 ..do	Public Library	1890	Gen.	O.	T.	F.	B.	40,000
3166 ..do	Sacred Heart Institute	1890	Sch.	F.	C.	Fr.	B.	9,650
3167 Fairmont	Public Library	1879	Gen.	O.	T.	F.	B.	2,230
3168 ..do	Public School	1889	Sch.	F.	T.	F.	B.	1,000
3169 Faribault	Bethlehem Academy .....	.....	Sch.	F.	C.	S.	B.	1,000
3170 ..do	Minnesota Sch. for the Blind.	1866	Asy.	F.	T.	F.	B.	2,440
3171 ..do	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,500
3172 ..do	Public Library*	1874	Gen.	F.	T.	F.	B.	5,792
3173 ..do	St. Gertrude's Library*	1890	Sch.	O.	C.	S.	B.	1,600
3174 ..do	St. Mary's Hall	1866	Sch.	F.	C.	Fr.	B.	3,009
3175 ..do	School for the Deaf	1866	Asy.	F.	T.	Fr.	B.	2,500
3176 ..do	Seabury Divinity School	1858	Theo.	F.	C.	Fr.	B.	9,000
3177 ..do	Shattuck School	1885	Sch.	F.	C.	Fr.	B.	3,000
3178 Farmington	Public High School .....	.....	Sch.	F.	T.	Fr.	R.	1,000
3179 Fergus Falls	Public Library	1890	Gen.	O.	T.	F.	B.	1,824
3180 Gaylord	Public High School	1888	Sch.	F.	T.	F.	B.	1,000
3181 Glencoe	Public School	1885	Sch.	F.	T.	Fr.	B.	6,000
3182 ..do	Stevens Seminary*	1880	Sch.	F.	C.	F.	B.	5,200
3183 Granite Falls	Public High School	1885	Sch.	F.	T.	Fr.	B.	2,000
3184 Hastings	Public School	1872	Sch.	F.	T. D.	Fr.	B.	3,600
3185 Hibbing	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
3186 Hutchinson	Public High School	1882	Sch.	F.	T.	F.	B.	1,500
3187 Jonesville	Public School .....	.....	Sch.	F.	T.	F.	B.	1,200
3188 Lake City	Public High School .....	.....	Sch.	F.	T.	Fr.	R.	1,000
3189 Lakefield	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,200
3190 Lanesboro	Public High School .....	.....	Sch.	F.	T.	F.	B.	1,000
3191 Little Falls	Public Library .....	.....	Gen.	F.	T.	F.	C.	1,963
2192 Luverne	Free Public Library	1888	Gen.	F.	T.	F.	B.	2,400
3193 ..do	Public High School	1890	Sch.	F.	T.	Fr.	B.	2,223
3194 Madison	Public School .....	.....	Sch.	F.	T.	Fr.	B.	2,000
3195 Mankato	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,200
3196 ..do	Public Library	1894	Gen.	O.	T.	F.	B.	8,400
3197 ..do	St. Peter and St. Paul's Par- ochial Library .....	.....	Sch.	F.	C.	S.	B.	6,000
3198 ..do	State Normal School	1869	Sch.	F.	T.	F.	B.	5,731
3199 Mapleton	Public School .....	.....	Sch.	F.	T.	F.	B.	1,380
3200 Minneapolis	Angsburg Seminary	1869	Col.	F.	C.	Fr.	B.	3,000
3201 ..do	Central High School .....	.....	Sch.	F.	T.	Fr.	B.	3,500
3202 ..do	East High School	1895	Sch.	F.	T.	Fr.	B.	2,000
3203 ..do	Hennepin County Medical Soc.	1900	Med.	R.	C.	Fr.	R.	4,721
3204 ..do	Minneapolis Bar Association.	1883	Law	F.	C.	S.	B.	10,000
3205 ..do	Minnesota Free Traveling Lib.	1900	State	R.	T.	F.	C.	8,875

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap-propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	200	5,000	\$100			\$100			F. O. King
400	250		900	\$300		1,200			Elizabeth Brainerd
	150	10,000		140		140			
	100	17,821	533			863			
	85	1,400		100		160			Anna La Rue
	106	5,000				250			Mrs. H. H. Kent
400	150	2,753		185		185			Andrew Nelson
	43	2,500		20		40			
1,000	100	2,000		80		80			A. C. Tibbetts
		640				163			E. J. Cook
		400							
300	100								
100	110	9,161	854			894		\$12,000	
2,000	1,000					2,325		32,000	Bruno Doerfler, O. S. B.
	200	800		95		175			W. P. Dyer
50	30	990		140		140			A. W. Uhl
	100	2,160		10		109			
	300		770			770			
	300		2,000			2,000			Miss E. Hicks
			1,000			1,000			Miss Paine
3,000	95,809	12,500				12,500		75,000	Lydia M. Poirier
2,000	635	12,370							Sr. Katherine McCarthy
200	200	18,000							Minnie Bird
	100								P. P. Kennedy
400						15			
	150								
1,740	591	18,015	750			750	\$1,200	\$30,000	
	25								
	40				\$33	33			Mary L. Winter
	18								Louis C. Tuck
	100	300			90	115			Alford A. Butler
	80	1,930		77		77			H. Leland Nichol
	98	7,964	80	100		346		1,800	F. P. Phipps
				75		125			Lillian R. Stringham
50	300	5,000							C. J. Freeman
									Mrs. G. L. G. Corson
100	300	8,000		140		315			
									Edgar L. Porter
100	100	1,600		200		200			H. L. Merrill
50	100	1,500		100		100			V. G. Pickett
				220		220			
	60	2,000		50		50			R. A. Buell
	82	9,942		327		377			Cora Tanner
		5,114	352			357			Mrs. D. E. Halbert
500									
	1,230	25,139		4,000		4,084		4,000	Minnie A. McGraw
	100					72			J. B. Schmandt
	701			1,350		1,350			Alice N. Farr
1,200	300	200		356		306			Wilhelm Pettersen
	200			275		275			
500	153					275			Eveline C. Lyon
	270								Edw. Stanley Waters
	1,125	49,855		3,500		3,500			Clara F. Baldwin

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MINNESOTA—CON.								
3206	Minneapolis	North High School	1895	Sch...	F.	T.	Fr.	R.	2,200
3207	do.	Public Lib. of Minneapolis	1885	Gen...	O.	T. D.	F.	B.	130,000
3208	do.	Stanley Hall	1891	Sch...	F.	C.	Fr.	R.	2,500
3209	do.	Teachers' Library Assoc	1882	Sch...	F.	C.	S.	B.	5,321
3210	do.	United Church Seminary (Ev. Luth.).		Theo...	F.	C.	Fr.	R.	2,500
3211	do.	University of Minnesota	1868	Col...	F.	T.	F.	R.	111,570
3212	do.	College of Homeopathic Medicine and Surgery.		Med...	F.	C.	Fr.	R.	3,000
3213	do.	Col. of Med. and Surgery	1880	Med...	F.	C.	Fr.	R.	5,000
3214	Montevideo	Public Library	1880	Gen...	F.	T.	F.	B.	3,065
3215	Monticello	Public High School		Sch...	F.	T.	F.	B.	1,200
3216	Moorhead	Public School	1875	Sch...	F.	T.	F.	B.	2,200
3217	do.	State Normal School	1888	Sch...	F.	T.	F.	B.	3,010
3218	Morris	Public Library	1888	Gen...	F.	T.	F.	C.	2,700
3219	do.	Public School		Sch...	F.	T.	F.	B.	1,000
3220	New Ulm	Dr. Martin Luther College	1884	Sch...	F.	C.	Fr.	B.	1,100
3221	do.	Public High School	1884	Sch...	F.	T.	Fr.	B.	1,425
3222	do.	Turnverein Library	1856	Soc...	F.	C.	F.	B.	1,875
3223	Northfield	Carleton College (Scoville Memorial Library).	1869	Col...	O.	C.	Fr.	B.	20,000
3224	do.	Goodsell Observatory	1878	Sci...	F.	C.	Fr.	R.	2,200
3225	do.	Central High School		Sch...	F.	T.	F.	B.	2,016
3226	do.	Public Library	1898	Gen...	F.	T.	F.	B.	2,179
3227	do.	St. Olaf College	1874	Col...	O.	C.	S.	B.	5,500
3228	Olivia	Public High School		Sch...	F.	T.	Fr.	B.	1,200
3229	Ortonville	Public High School		Sch...	F.	T.	Fr.	B.	1,000
3230	Owatonna	Free Public Library	1897	Gen...	O.	T.	F.	B.	7,771
3231	do.	Pillsbury Academy	1876	Sch...	F.	C.	Fr.	B.	2,500
3232	do.	Public School	1875	Sch...	F.	T.	F.	B.	1,500
3233	Pipestone	Free Public Library	1900	Gen...	F.	T.	F.	C.	1,500
3234	Red Wing	Carnegie-Lawther Library		Gen...	O.	T.	F.	B.	3,500
3235	do.	Public High School	1876	Sch...	F.	T.	F.	B.	1,656
3236	do.	Red Wing Seminary	1879	Sch...	F.	C.	Fr.	B.	1,609
3237	do.	State Training School	1865	Sch...	F.	T.	F.	B.	2,859
3238	Redwood Falls	Public School		Sch...	F.	T.	F.	B.	1,000
3239	Renville	Public High School		Sch...	F.	T.	Fr.	B.	1,200
3240	Rochester	Acad. of Our Lady of Lourdes	1880	Sch...	F.	C.	Fr.	R.	1,000
3241	do.	German Library Association	1872	Gen...	R.	C.	S.	C.	2,375
3242	do.	Public Library	1895	Gen...	O.	T.	F.	B.	5,987
3243	do.	Public School	1885	Sch...	F.	T.	Fr.	B.	2,000
3244	Rushford	Public High School		Sch...	F.	T.	Fr.	B.	1,609
3245	St. Charles	Public High School		Sch...	F.	T.	Fr.	B.	1,000
3246	St. Cloud	Minnesota State Reformatory	1887	Asy...	F.	T.	F.	B.	1,609
3247	do.	Public Library and Free Reading Room.	1889	Gen...	O.	T.	F.	B.	5,883
3248	do.	Public School	1876	Sch...	F.	T.	Fr.	C.	1,500
3249	do.	State Normal School	1869	Sch...	F.	T.	F.	B.	5,323
3250	St. James	Public School	1890	Sch...	F.	T.	Fr.	B.	1,500
3251	St. Joseph	St. Benedict's Library	1890	Sch...	F.	C.	S.	C.	1,009
3252	do.	St. Joseph's Library*	1860	Theo...	F.	C.	S.	C.	2,000
3253	St. Louis Park	Public School*		Sch...	F.	T.	F.	B.	1,500
3254	St. Paul	Baldwin Seminary	1853	Sch...	F.	C.	Fr.	R.	1,000
3255	do.	Central High School	1877	Sch...	F.	T.	Fr.	B.	5,050
3256	St. Paul (Merriam Park)	College of St. Thomas	1884	Sch...	F.	C.	S.	B.	5,000
3257	St. Paul	Cleveland High School	1891	Sch...	F.	T.	Fr.	R.	3,000
3258	do.	Concordia College	1893	Sch...	F.	C.	S. Fr.	C.	1,200
3259	do.	Hamline University	1853	Col...	F.	C.	Fr.	B.	7,500
3260	do.	Humboldt High School	1890	Sch...	F.	T.	Fr.	B.	5,000
3261	do.	Macalester College (Edward Neill Library).	1885	Col...	F.	C.	Fr.	B.	7,500
3262	do.	Mechanic Arts High School	1887	Sch...	F.	T.	Fr.	B.	1,600
3263	do.	Minnesota Historical Society	1849	Hist...	F.	T.	F.	B.	38,228
3264	do.	Norwegian Lutheran Sem	1878	Theo...	F.	C.	F.	R.	3,400
3265	do.	Public Library	1882	Gen...	O.	T.	F.	B.	61,000
3266	do.	St. Joseph's Academy	1851	Sch...	F.	C.	Fr.	B.	1,500

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
		1,500		\$325		\$325			Flora Colquhoun	3206
	8,365	565,853	\$50,696		\$5,832	60,394	\$200,000	\$325,615	James K. Hosmer	3207
						800				3208
										3209
										3210
	3,844			12,580		12,580			Wm. W. Folwell	3211
										3212
		7,000	835			339			Margaret E. Webb	3213
	94	4,016		110		110			Alice Edwards	3214
		2,500		250		250			Nelle Olsen	3215
400	180	230		400	120	524			Edwin T. Reed	3216
	100	5,000							Mrs. S. Elliott	3217
										3218
						120			J. Schaller	3219
	25	2,225								3220
	125								Edw. Petry	3221
1,577					700	1,380	16,000	25,000	Geo. Huntington	3222
										3223
1,800	25								Wm. W. Payne	3224
	61	4,004		97		97			Nina Stewart	3225
200	217	10,957	827			888	500		Edith M. Pye	3226
1,200	250				11	401	160	13,000	O. G. Felland	3227
										3228
	1,279	27,793	2,000		909	2,980	16,500	25,000	Maude van Buren	3229
							2,500			3230
50	50	451								3231
		15,000	475			500			Adelaide Wharton	3232
		22,500	1,584			1,654		17,000	Lillian S. Tandy	3233
	50								W. F. Kunge	3234
450	110					150			Edw. O. Ringstad	3235
										3236
100	75									3237
										3238
30	7								Sister M. Irene	3239
	2	475				129				3240
1,065	584			1,615		1,813		12,000	Julia Rupp	3241
				100		100				3242
50	140								O. M. Norlie	3243
										3244
	100					117				3245
	475	18,035	2,528			2,567		25,600	Marie E. Bruck	3246
										3247
				175		175			Edna Winger	3248
										3249
	10	800				17				3250
		2,000								3251
										3252
	25	3,509								3253
1,700		1,000								3254
									F. J. Taylor	3255
										3256
100	250			500		500			S. A. Farnsworth	3257
						210	50		H. Juergensen	3258
									Anna M. Davis	3259
200	400	1,000		800		800				3260
800	600	1,100				360				3261
										3262
34,098	50								Warren Upham	3263
	2,121		15,000			15,000			O. E. Brandt	3264
	100					200				3265
	6,671	178,767		21,400		43,615			Helen J. McCaine	3266
500	100					125				3266

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MINNESOTA—con.								
3267	St. Paul.....	St. Mary's School.....	1893	Sch...	F.	C.	F.	B.	1,000
3268	St. Paul (Merriam Park).....	St. Paul Seminary.....	1894	Theo.	F.	C.	Fr.	B.	10,500
3269	St. Paul.....	State Board of Health.....	1872	State	R.	T.	F.	R.	4,000
3270	do.....	State Library.....	1858	State	F.	T.	F.	R.	53,000
3271	do.....	Teachers' Training School.....	1883	Sch.	F.	T.	F.	B.	4,500
3272	do.....	Visitation Convent.....	1876	Sch.	F.	C.	S.	B.	2,000
3273	St. Paul Park.....	St. Paul's College.....	1889	Sch.	F.	C.	S.	B.	1,250
3274	St. Peter.....	Gustavus Adolphus College.....	1876	Col.	F.	C.	Fr.	B.	8,000
3275	do.....	Public Library.....	1895	Gen.	O.	T.	F.	B.	2,444
3276	do.....	Public School.....	1876	Sch.	F.	T.	Fr.	R.	1,400
3277	do.....	State Hospital*.....	Asy.	F.	T.	F.	C.	1,000	
3278	Sauk Center.....	Bryant Library Association.....	1879	Gen.	F.	T.	F.	B.	5,200
3279	do.....	Public School.....	1894	Sch.	F.	T.	F.	B.	1,000
3280	Sherburn.....	Public High School.....	1894	Sch.	F.	T.	Fr.	B.	1,460
3281	Sleepy Eye.....	Dyckmann Free Library.....	1901	Gen.	O.	D.	F.	B.	1,343
3282	Springfield.....	Public School.....	1894	Sch.	F.	T.	F.	B.	1,200
3283	Spring Valley.....	Public School.....	1894	Sch.	F.	T.	F.	B.	1,106
3284	Stillwater.....	Public High School.....	1891	Sch.	F.	T.	Fr.	B.	5,000
3285	do.....	Public Library.....	1839	Gen.	R.	T.	F.	B.	10,345
3286	Tower.....	Public School.....	1890	Sch.	F.	T.	F.	B.	1,000
3287	Tracy.....	Library Association.....	1890	Gen.	F.	C.	S. Fr.	B.	1,110
3288	do.....	Public School.....	1892	Sch.	F.	T.	F.	B.	1,507
3289	Two Harbors.....	Public High School.....	1890	Sch.	F.	T.	Fr.	B.	1,634
3290	Verndale.....	Public School.....	1880	Sch.	F.	T.	Fr.	R.	1,293
3291	Wabasha.....	Ladies' Library Association*.....	1870	Gen.	R.	T.	S.	B.	3,000
3292	do.....	Public School.....	1892	Sch.	F.	T. D.	F.	B.	1,260
3293	Wadena.....	Public School.....	1890	Sch.	F.	T.	Fr.	B.	1,590
3294	Warren.....	Public and High School.....	1893	Sch.	F.	T.	F.	B.	1,650
3295	Waseca.....	Public School*.....	1894	Sch.	F.	T.	F.	B.	2,000
3296	Waterville.....	Public School.....	1894	Sch.	F.	T.	F.	R.	1,000
3297	Wells.....	Public School.....	1893	Sch.	F.	T.	F.	B.	1,560
3298	White Bear Lake.....	White Bear Public Library.....	1889	Gen.	R.	T.	F.	B.	2,099
3299	Wilder.....	Breck School.....	1888	Sch.	F.	C.	Fr.	R.	1,000
3300	Willmar.....	Public Library.....	1903	Gen.	O.	T.	F.	B.	1,000
3301	do.....	Public School.....	1883	Sch.	F.	T.	F.	B.	1,600
3302	do.....	Willmar Seminary.....	1883	Sch.	F.	C.	Fr.	B.	1,500
3303	Windom.....	Public High School.....	1894	Sch.	F.	T.	F.	B.	1,449
3304	Winnabago City.....	Parker College.....	1888	Col.	F.	C.	F.	B.	1,500
3305	do.....	Public School.....	1894	Sch.	F.	T.	Fr.	B.	1,520
3306	Winona.....	Free Public Library.....	1886	Gen.	O.	T.	F.	B.	22,484
3307	Winona.....	Public High School.....	1861	Sch.	F.	T.	F.	R.	1,200
3308	do.....	State Normal School.....	1860	Sch.	F.	T.	Fr.	B.	8,500
3309	Worthington.....	Public School.....	1897	Sch.	F.	T.	F.	B.	2,100
	MISSISSIPPI.								
3310	Aberdeen.....	Public High School.....	1895	Sch...	F.	T.	Fr.	B.	1,350
3311	Agricultural Col.....	Mississippi A. and M. College.....	1880	Col.	F.	T.	Fr.	B.	9,634
3312	Bay St. Louis.....	St. Stanislaus College.....	1854	Sch.	O.	C.	S. Fr.	B.	6,565
3313	Blue Mountain.....	Blue Mountain Female Col.....	1876	Col.	F.	C.	Fr.	B.	2,000
3314	Brookhaven.....	Whitworth College.....	1849	Col.	F.	C.	S.	B.	1,148
3315	Byhalia.....	Kate Tucker Institute.....	1882	Sch.	F.	C.	Fr.	R.	1,000
3316	Clinton.....	Hillman Col. (Lesbian Lib.).....	1860	C. Soc.	F.	C.	Fr.	R.	1,200
3317	do.....	Mississippi College.....	1823	Col.	F.	C.	Fr.	R.	3,000
3318	do.....	Hermian Society*.....	1832	C. Soc.	O.	C.	F.	R.	3,000
3319	do.....	Philomathean Society*.....	1865	C. Soc.	O.	C.	F.	R.	3,000
3320	Columbus.....	Industrial Institute and Col.....	1900	Col.	F.	T.	F.	B.	3,500
3321	do.....	Public Library*.....	1876	Gen.	F.	C.	S.	C.	2,350
3322	Crystal Springs.....	Public High School.....	1890	Sch.	F.	T.	F.	R.	1,384
3323	Edwards.....	Southern Christian Institute.....	1890	Sch.	F.	C.	Fr.	R.	1,000
3324	French Camp.....	Central Mississippi Institute.....	1890	Col.	F.	C.	Fr.	R.	2,000
3325	Greenville.....	Public School.....	1890	Sch.	F.	T.	F.	B.	2,200
3326	Harperville.....	Harperville School.....	1890	Sch.	F.	C.	Fr.	R.	1,500
3327	Hernando.....	Randall University School.....	1890	Sch.	F.	C.	Fr.	R.	1,000
3328	Holly Springs.....	North Miss. Presbyterian Col.....	1901	Sch.	F.	C.	S. Fr.	B.	1,000
3329	do.....	State Normal School.....	1872	Sch.	F.	T.	F.	B.	2,500

*Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MISSISSIPPI—CON.								
3330	Holly Springs.....	Rust University	1867	Col...	F.	C.	Fr.	B.	5,000
3331	Jackson.....	Missaps College.....	1892	Col...	F.	C.	Fr.	R.	3,000
3332	do.....	Public High School.....	1890	Sch...	F.	T.	F.	R.	1,600
3333	do.....	State Institution for the Blind*		Asy...	F.	T.	F.	B.	1,500
3334	do.....	State Institution for the Deaf.	1894	Asy...	F.	T.	F.	B.	1,384
3335	do.....	State Library.....	1838	State	F.	T.	F.	R.	79,090
3336	Kosciusko.....	Public High School.....	1894	Sch...	F.	T.	F.	B.	1,500
3337	Lockhart.....	Foster Polytechnic School*		Sch...	F.	C.	Fr.	R.	1,500
3338	Louisville.....	Normal College.....		Sch...	F.	T.	Fr.	R.	1,000
3339	Meridian.....	Meridian Female College.....		Col...	F.	C.	Fr.	R.	3,000
3340	do.....	Wechsler Graded School.....		Sch...	F.	T.	Fr.	B.	1,600
3341	Natchez.....	Fisk Memorial Library.....	1883	Soc...	R.	C.	S.	B.	3,000
3342	do.....	Stanton Col. for Young Ladies.		Col...	F.	C.	Fr.	R.	1,000
3343	Pontotoc.....	Chickasaw Female College...	1852	Col...	F.	C.	Fr.	R.	1,000
3344	Port Gibson.....	Chamberlain Hunt Academy*		Gen...	F.	C.	Fr.	B.	1,800
3345	Tougaloo.....	Tougaloo University.....	1871	Sch...	F.	C.	F.	B.	4,560
3346	Tula.....	Normal Institute.....		Sch...	F.	T.	F.	B.	1,000
3347	University.....	University of Mississippi.....	1848	Col...	O.	T.	Fr.	B.	19,895
3348	do.....	Law School.....		Law...	F.	T.	Fr.	R.	1,500
3349	Vicksburg.....	Library Association.....	1896	Gen...	F.	C.	S.	C.	1,370
3350	do.....	St. Aloysius Commercial Col.		Sch...	F.	C.	Fr.	R.	3,470
3351	West Point.....	Mary Holmes Seminary.....	1899	Sch...	F.	C.	Fr.	B.	1,500
3352	do.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,000
3353	Westside.....	Alcorn Agricultural and Me- chanical College.	1868	Col...	F.	T.	Fr.	R.	2,400
3354	Yale.....	Oakland College.....		Sch...	F.	C.	Fr.	B.	1,000
3355	Yazoo City.....	St. Clara's Academy.....		Sch...	F.	C.	Fr.	B.	1,400
	MISSOURI.								
3356	Albany.....	Central Christian College*...	1892	Col...	O.	C.	F.	R.	3,500
3357	do.....	J. S. Allen Society Library*		Gen...	F.	C.	S.	C.	2,500
3358	do.....	Northwest Missouri College (Senate-Clonian Library).	1892	Sch...	F.	C.	Fr.	R.	1,400
3359	do.....	Public High School.....	1888	Sch...	F.	T.	Fr.	B.	2,000
3360	Arcadia.....	Ursuline Academy for Young Ladies.	1877	Sch...	F.	C.	Fr.	B.	2,000
3361	Ashley.....	Watson Historical Library*...	1855	Sch...	F.	C.	F.	B.	1,200
3362	Bethany.....	Public High School.....	1890	Sch...	F.	T.	Fr.	B.	1,932
3363	Bolivar.....	Southwest Baptist College...	1878	Col...	F.	C.	Fr.	R.	1,000
3364	Bonneferre.....	Public High School.....	1893	Sch...	F.	T.	Fr.	B.	1,000
3365	do.....	St. Joseph Lead Company Free Library.	1889	Gen...	O.	C.	F.	C.	2,100
3366	Boonville.....	Kemper Military School.....	1844	Sch...	F.	C.	S.	B.	2,200
3367	do.....	Public School.....	1898	Sch...	F.	T.	F.	B.	1,238
3368	do.....	State Training School for Boys	1891	Sch...	F.	T.	F.	C.	1,200
3369	Brookfield.....	Public High School.....		Sch...	F.	T.	Fr.	B.	2,000
3370	Brunswick.....	Library Association.....	1891	Gen...	R.	C.	S. Fr.	B.	2,000
3371	Camden Point.....	Female Orphan School of the Christian Church.		Sch...	F.	C.	Fr.	B.	1,200
3372	Cameron.....	Missouri Wesleyan College...	1887	Col...	F.	C.	S. Fr.	R.	2,500
3373	Canton.....	Christian University.....		Col...	F.	C.	Fr.	R.	3,600
3374	do.....	Meridian Lodge*.....	1885	O. F.	O.	C.	S.	B.	3,000
3375	do.....	Public School.....	1890	Sch...	F.	T. D.	Fr.	B.	1,600
3376	Cape Girardeau.....	St. Vincent's College.....	1842	Sch...	F.	C.	Fr.	B.	13,000
3377	do.....	State Normal School.....	1874	Sch...	F.	T.	Fr.	R.	3,000
3378	Carrollton.....	Public High School.....	1890	Sch...	F.	T.	Fr.	B.	25,000
3379	Carthage.....	Carthage Collegiate Institute.		Sch...	F.	C.	Fr.	R.	1,200
3380	do.....	Public School.....	1889	Sch...	F.	D.	Fr.	B.	3,230
3381	Chillicothe.....	Normal School.....	1890	Sch...	F.	C.	F.	B.	1,500
3382	do.....	Public High School.....	1878	Sch...	F.	T.	Fr.	B.	7,000
3383	Clarksburg.....	Clarksburg College.....	1901	Col...	R.	C.	S. Fr.	B.	3,700
3384	Clinton.....	Public School.....	1889	Sch...	F.	T.	S. Fr.	B.	2,000
3385	Columbia.....	Christian College.....		Col...	F.	C.	Fr.	R.	5,000
3386	do.....	Stephens College*.....	1870	Col...	F.	T.	S.	B.	1,500
3387	do.....	University Academy*.....		Sch...	F.	C.	Fr.	B.	1,000
3388	do.....	University of Missouri.....	1843	Col...	F.	T.	Fr.	B.	52,000
3389	do.....	Law Department.....		Law...	F.	T.	Fr.	R.	10,000

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.	
1	2	3	4	5	6	7	8	9	
MISSOURI—cont'd.									
3390	Conception	Conception Abbey.....	1877	Theo	F.	C.	Fr.	R.	11,000
3391	Desoto	Mount St. Clement's Sem	1900	Theo	F.	C.	Fr.	B.	10,000
3392	do	Public High School		Sch	F.	T.	Fr.	R.	4,000
3393	do	Y. M. C. A. Library	1901	Y. M.	F.	C.	S.	B.	2,001
3394	Excelsior Springs.	Wyman School *.....	1888	Sch	F.	T.	Fr.	R.	1,500
3395	Farmington.....	Carleton College	1855	Sch	F.	C.	Fr.	B.	1,500
3396	do	Public School *.....	1883	Sch	F.	T.	Fr.	R.	1,280
3397	Fayette	Central College	1857	Col	F.	C. D.	Fr.	B.	7,000
3398	do	Howard-Payne College.....	1881	Col	F.	C.	Fr.	B.	1,300
3399	Florissant.....	St. Stanislaus Seminary	1829	Theo	F.	C.	Fr.	R.	15,000
3400	Fredericktown.....	Marvin Collegiate Institute	1896	Sch	F.	C.	Fr.	R.	2,000
3401	Fulton	Orphan Sch. of the Christian Church *.....		Sch	F.	C.	Fr.	B.	1,000
3402	do	State School for the Deaf.....	1851	Asy	F.	T.	F.	B.	2,600
3403	do	Synodical Female College.....		Col	F.	C.	Fr.	R.	2,000
3404	do	Westminster College.....		Col	F.	C.	Fr.	R.	7,000
3405	Gallatin.....	Grand River College *.....	1850	Col	F.	C.	S.	B.	1,500
3406	do	Public High School	1872	Sch	F.	T.	Fr.	B.	2,000
3407	Glasgow	Lewis Library	1867	Gen	O.	C.	S. Fr.	B.	3,863
3408	do	Pritchett College		Col	F.	C.	Fr.	R.	1,000
3409	do	Public School	1898	Sch	F.	T. D.	F.	B.	1,300
3410	Glencoe.....	La Salle Institute.....	1888	Sch	F.	C.	Fr.	B.	2,500
3411	Grandin	Public High School		Sch	F.	T.	Fr.	B.	1,000
3412	Greenfield	Public School	1870	Sch	F.	T.	F.	B.	1,300
3413	Hamilton	Public High School	1890	Sch	F.	T. D.	F.	B.	1,200
3414	Hannibal	Free Public Library	1889	Gen	O.	T.	F.	B.	7,000
3415	do	Public High School		Sch	F.	T.	Fr.	B.	1,550
3416	Harrisonville.....	Public High School	1883	Sch	F.	T.	F.	B.	1,200
3417	Hermann	Public Library	1880	Gen	F.	T.	F.	C.	1,500
3418	Huntsville	Public High School	1839	Sch	F.	T. C.	Fr.	B.	1,500
3419	Iberia	Iberia Academy.....	1890	Sch	F.	C.	S.	R.	4,500
3420	Independence	Public Library	1894	Gen	F.	T.	F.	B.	2,710
3421	do	Woodland College *.....		Gen	F.	T.	F.	R.	1,100
3422	Jackson	Jackson Military Academy.....		Sch	F.	C.	Fr.	R.	1,400
3423	Jefferson City.....	Free Public Library	1901	Gen	O.	T. C.	F.	B.	3,066
3424	do	State Library	1835	State	O.	T.	Fr.	R.	45,000
3425	do	State Prison Library	1862	Asy	O.	T.	F.	B.	10,000
3426	Joplin	Free Public Library	1902	Gen	O.	T.	F.	B.	4,000
3427	do	Public School *.....	1898	Sch	F.	T.	Fr.	B.	3,427
3428	Kansas City.....	Law Library Association	1872	Law	F.	C.	S. Fr.	R.	12,000
3429	do	Manual Training High School		Sch	F.	T.	Fr.	B.	1,000
3430	do	Public Library	1873	Gen	O.	T.	F.	B.	65,000
3431	do	Redemptorist College	1873	Theo	F.	C.	Fr.	B.	3,000
3432	Kidder	Kidder Institute	1884	Sch	F.	C.	F.	B.	2,000
3433	Kirksville.....	Richard Wagner Conservatory	1893	Gen	R.	C.	F.	B.	3,000
3434	do	Sojourners' Club.....	1897	Soc	F.	C.	S.	B.	1,050
3435	do	State Normal School	1871	Sch	F.	T.	Fr.	R.	5,000
3436	Lagrange	Lagrange College	1858	Col	F.	C.	Fr.	R.	10,000
3437	Lamar	Public School	1885	Sch	F.	T.	Fr.	R.	2,000
3438	Lexington	Central Female College	1869	Col	F.	C.	S.	B.	2,500
3439	do	College for Young Women		Col	F.	C.	Fr.	R.	1,200
3440	do	Public High School		Sch	F.	T.	F.	B.	2,200
3441	do	Wentworth Military Acad.*.....		Sch	F.	C.	Fr.	R.	1,200
3442	Liberty	Liberty Ladies' College		Col	F.	C.	Fr.	R.	1,100
3443	do	William Jewell College	1849	Col	F.	C.	S.	B.	10,000
3444	Louisiana	Public School	1870	Sch	F.	T. D.	S. Fr.	B.	1,500
3445	Macon	Blees Military Academy.....	1899	Sch	F.	C.	Fr.	B.	1,200
3446	Mansfield	Public High School		Sch	F.	T.	Fr.	B.	1,000
3447	Marionville.....	Collegiate Institute		Sch	F.	C.	Fr.	R.	1,200
3448	Marshall	Missouri Valley College	1889	Col	F.	C.	Fr.	B.	8,000
3449	do	Public School *.....	1887	Sch	F.	T.	Fr.	B.	1,636
3450	Maryville	Public High School *.....		Sch	F.	T.	F.	B.	1,000
3451	Mexico	Blanton Public School *.....	1882	Sch	F.	T.	S.	B.	1,750
3452	do	Hardin College	1873	Col	F.	C.	S.	R.	1,050
3453	do	Odd Fellows' Library *.....	1898	O. F.	R.	C.	Fr.	C.	2,000
3454	Moberly	High School *.....	1836	Sch	F.	T.	Fr.	B.	1,351

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	1,500								Fr. Peter	3390
300	230								Rev. Frederick Vogt	3391
25	25	4,925								3392
400	150									3393
250	80	90								3394
2,000	300					\$65			A. C. Millar	3395
230	25					794			Ora Elliott	3396
50	440					352			F. Hageman	3397
										3398
										3399
										3400
										3401
		1,100							D. C. McCue	3402
										3403
300	50	1,800				60				3404
2,000		2,433								3405
500	200	200	\$100		\$332	516	\$10,000		Jennie E. Henry	3406
	70					130			A. F. Willis	3407
700	165	700		\$150		190			Brother Emory	3408
1,000	3,800	55				140				3409
	171	5,447	1,937		40	2,099	1,000	\$23,000	Bertha King	3410
300	100			75		125			Mrs. W. C. McCoy	3411
540				70		70			Elizabeth Lingle	3412
	100	2,000		60		60			Gertrude Ashmore	3413
300	150	100							Emma Boardman	3414
	500								F. O. Spohrer	3415
	374					127			J. Forrest Bently	3416
									Charley Brown	3417
									Carrie Wallace	3418
										3419
										3420
										3421
										3422
1,457	558	11,468	1,991			1,991		25,000	Adelaide J. Thompson	3423
	1,500			4,950		4,950		15,000	Thos. W. Hawkins	3424
	500	12,000		1,000		1,150		10,000		3425
	75		4,000			4,000			Mary B. Swanwick	3426
200	2,504		92			341				3427
5,000	500			250		250			Hal P. Ross	3428
										3429
1,765	6,000	214,798				1,656		200,000		3430
56	130								Ferreol Girardey	3431
100	10								G. W. Shaw	3432
500	50								E. M. Goldberg	3433
	50	2,200			125	355			Mrs. Warren Hamilton	3434
	1,000			1,000		1,000			Ophelia A. Parrish	3435
3,000	100	200					10,000			3436
100	150	5,000		50		150			L. M. Garrett	3437
300	100									3438
										3439
										3440
										3441
										3442
500	350					800			Nannie Wikoff	3443
1,500	100			100		130			Julia Duncan	3444
	200								M. S. Shanks	3445
										3446
										3447
382	200	3,000							Mary E. Baker	3448
	54		45			207				3449
300	106					265				3450
										3451
1,000										3452
	10	3,122								3453
										3454

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
MISSOURI—cont'd.								
3455 Moberly	Railroad Library*.....	1870	Gen	R.	C.	S.	B.	2,500
3456 Monett.....	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,027
3457 Morrisville.....	Morrisville College*.....	.....	Col	F.	C.	F.	B.	1,300
3458 Neosho.....	Gladstone Literary Society*.....	1890	Soc	F.	C.	Fr.	B.	1,440
3459 ..do.....	Public School*.....	1887	Sch	F.	T.	F.	B.	2,038
3460 Nevada.....	Public High School	1887	Sch	F.	T.	Fr.	B.	2,090
3461 Odessa.....	Public School	1895	Sch	F.	T.	F.	B.	1,000
3462 Otterville.....	Otterville College .....	.....	Sch	F.	C.	Fr.	B.	2,000
3463 Parkville.....	Park College	1875	Col	F.	C.	F.	B.	15,000
3464 Perryville.....	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,416
3465 Pierce City.....	Baptist College*.....	.....	Col	F.	C.	Fr.	B.	1,000
3466 ..do.....	Public School .....	.....	Sch	F.	T.	F.	B.	1,900
3467 Pilot Grove.....	Pilot Grove Academy .....	.....	Sch	F.	C.	Fr.	B.	1,000
3468 Pleasant Hill.....	High School Library*.....	.....	Sch	F.	T.	Fr.	B.	1,200
3469 Poplar Bluff.....	Public High School	1875	Sch	F.	T.	Fr.	B.	2,000
3470 Republic.....	Public High School*.....	.....	Sch	F.	T.	F.	B.	1,200
3471 Richmond.....	Public School .....	.....	Sch	F.	T.	Fr.	B.	3,000
3472 ..do.....	Woodson Institute	1902	Sch	F.	C.	S.	B.	1,600
3473 Rolla.....	Sch. of Mines and Metallurgy*.....	1871	Col	F.	T.	Fr.	B.	3,500
3474 St. Charles.....	Academy of the Sacred Heart.....	.....	Sch	F.	C.	Fr.	B.	1,000
3475 ..do.....	Lindenwood College	1830	Col	F.	C.	Fr.	B.	1,356
3476 ..do.....	Public High School	1869	Sch	F.	T.	Fr.	B.	2,900
3477 ..do.....	St. Charles Borromeo Library.....	1875	Soc	F.	C.	F.	C.	1,000
3478 St. Joseph.....	Free Public Library.....	1890	Gen	O.	T.	F.	B.	25,435
3479 ..do.....	German-American Bank Law Library.....	1890	Law	O.	C.	S.	R.	3,131
3480 ..do.....	Public High School	1890	Sch	F.	T.	Fr.	B.	2,000
3481 ..do.....	Sacred Heart Convent.....	1853	Sch	F.	C.	Fr.	B.	1,000
3482 ..do.....	St. Joseph Commercial Col.*.....	1868	Sch	F.	C.	Fr.	R.	1,200
3483 St. Louis.....	Academy of the Sacred Heart.....	1872	Sch	F.	C.	Fr.	R.	4,006
3484 ..do.....	Bishop Robertson Hall.....	1874	Sch	F.	C.	Fr.	B.	2,006
3485 ..do.....	Catholic Free Library.....	1882	Sch	R.	C.	F.	B.	3,600
3486 ..do.....	Christian Brothers' College	1851	Col	F.	C.	Fr.	R.	8,000
3487 ..do.....	Concordia Seminary	1849	Theo	F.	C.	Fr.	B.	8,000
3488 ..do.....	Concordia Turnverein	1875	Soc	F.	C.	Fr.	B.	3,865
3489 ..do.....	Eden Theological Seminary.....	1850	Theo	F.	C.	F.	B.	6,300
3490 ..do.....	Engineers' Club of St. Louis.....	1869	Sci	R.	C.	Fr.	R.	1,500
3491 ..do.....	Forest Park University.....	.....	Sch	F.	C.	Fr.	R.	4,000
3492 ..do.....	German School Association and Free Community.....	1850	Sch	O.	C.	S. Fr.	B.	5,900
3493 ..do.....	Hosmer Hall	1884	Sch	F.	C.	Fr.	R.	2,000
3494 ..do.....	House of Refuge.....	1854	Asy	F.	C. D.	Fr.	B.	1,175
3495 ..do.....	Kenrick Seminary.....	1898	Theo	F.	C.	S.	C.	1,800
3496 ..do.....	Law Library Association*.....	1828	Law	F.	C.	S.	R.	23,000
3497 ..do.....	Mary Institute.....	1859	Sch	F.	C.	Fr.	B.	1,439
3498 ..do.....	Missouri Botanical Garden.....	1889	Sci	O.	C.	F.	R.	18,616
3499 St. Louis (1600 Locust street). ..	Missouri Historical Society.....	1866	Hist	O.	C.	S. Fr.	R.	3,999
3500 St. Louis.....	Phillips' School .....	.....	Sch	F.	C.	Fr.	R.	1,009
3501 St. Louis (Jefferson Barracks). ..	Post Library.....	.....	Gar	F.	T.	F.	B.	1,008
3502 St. Louis.....	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,200
3503 ..do.....	Public Library	1865	Gen	R.	T.	F.	B.	173,000
3504 ..do.....	St. Joseph's Church (residence library). ..	1845	Soc	F.	C.	Fr.	B.	6,280
3505 ..do.....	Rosary Library	1846	Sch	F.	C.	Fr.	B.	4,549
3506 ..do.....	Young Men's Sodality.....	1856	Soc	R.	C.	S.	B.	3,256
3507 ..do.....	St. Louis Academy of Science	1856	Sci	O.	C.	Fr.	R.	20,000
3508 ..do.....	St. Louis Med. Lib. Assoc.....	1899	Med	F.	C.	S. Fr.	R.	3,800
3509 ..do.....	St. Louis Mercantile Library.....	1846	Mer	O.	C.	S. Fr.	B.	126,557
3510 ..do.....	St. Louis Turnverein	1850	Soc	O.	C.	Fr.	B.	4,600
3511 ..do.....	St. Louis University	1831	Col	O.	C.	Fr.	B.	37,450
3512 ..do.....	Students' Library	1870	C. Soc.	F.	C.	S.	B.	4,331
3513 ..do.....	St. Xavier's Young Ladies Lib.....	1850	Soc	R.	C.	S.	C.	1,500
3514 St. L. (1832 Carr st.) ..	Sci-Culture Library.....	1888	Gen	O.	C.	Fr.	B.	1,000
3515 St. Louis.....	Slovanska Lipa.....	1858	Soc	R.	C.	F.	B.	1,427
3516 ..do.....	State School for the Blind	1851	Asy	F.	T.	F.	R.	2,435

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free, for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	MISSOURI—cont'd.								
3517	St. Louis	University Club	1872	Soc ...	F.	C.	S.	B.	2,000
3518	do.	Ursuline Academy	1850	Sch ...	F.	C.	Fr.	B.	2,000
3519	do.	Washington University	1853	Col ...	O.	C.	Fr.	R.	28,000
3520	do.	Law School	1867	Law ...	O.	C.	Fr.	R.	22,000
3521	do.	Wright's College and Private High School		Sch ...	F.	C.	Fr.	R.	4,000
3522	do.	Y. M. C. A. Library (cent. brch.)	1898	Y. M. ...	F.	C.	S.	R.	1,200
3523	Sedalia	George R. Smith College	1893	Sch ...	F.	C.	Fr.	B.	2,500
3524	do.	Public Library	1895	Gen ...	O.	T.	F.	B.	5,091
3525	Springfield	Drury College	1873	Col ...	F.	C.	S. Fr.	B.	27,218
3526	do.	High School Library*	1894	Sch ...	F.	T.	Fr.	B.	2,156
3527	do.	Loretto Academy		Sch ...	F.	C.	Fr.	R.	1,000
3528	do.	Y. M. C. A. Library*		Y. M. ...	F.	C.	S.	B.	1,100
3529	Stanberry	Normal School	1880	Sch ...	F.	C.	Fr.	R.	2,000
3530	Sweetsprings	Public School	1893	Col ...	F.	T. D.	Fr.	R.	1,528
3531	Tarkio	Tarkio College	1884	Sch ...	F.	C.	Fr.	R.	1,528
3532	Trenton	Jewett Norris Library	1890	Gen ...	O.	T. D.	F.	B.	5,000
3533	do.	Public High School		Sch ...	F.	T.	Fr.	B.	3,000
3534	Warrensburg	Public School		Sch ...	F.	T.	Fr.	B.	1,300
3535	do.	State Normal School	1871	Sch ...	F.	T.	Fr.	B.	8,000
3536	Warrenton	Central Wesleyan College	1870	Col ...	F.	C.	Fr.	R.	7,100
3537	Webb City	Public School		Sch ...	F.	T. D.	Fr.	R.	1,000
3538	Westplains	Public Sch. (G. F. Pease Lib.)		Sch ...	O.	T. C.	S. Fr.	B.	1,998
	MONTANA.								
3539	Anaconda	Hearst Free Library	1895	Gen ...	O.	D.	F.	B.	7,000
3540	do.	Public High School		Sch ...	F.	T.	Fr.	B.	1,000
3541	Billings	Parmlly Billings Mem. Lib. ...		Gen ...	O.	T.	F.	B.	2,938
3542	do.	Public High School		Sch ...	F.	T.	Fr.	B.	2,530
3543	Bozeman	Free Library	1875	Gen ...	O.	T.	F.	B.	7,500
3544	do.	Montana Agricultural Col.	1893	Col ...	F.	T.	F.	B.	7,000
3545	Butte	Free Public Library	1891	Gen ...	O.	T.	F.	B.	32,500
3546	do.	Public High School	1900	Sch ...	F.	T.	Fr.	R.	3,000
3547	Deerlodge	St. Mary's Academy		Sch ...	F.	C.	Fr.	R.	1,000
3548	do.	State Prison	1901	Asy ...	O.	T.	F.	B.	3,000
3549	do.	Wm. K. Kohr's Mem. Lib.	1903	Gen ...	O.	T.	F.	B.	4,000
3550	Dillon	Public Library	1890	Gen ...	O.	T.	F.	B.	3,028
3551	do.	State Normal School	1897	Sch ...	F.	T.	F.	B.	3,775
3552	Greatfalls	Public Library	1892	Gen ...	O.	T.	F.	B.	5,788
3553	Helena	Diocesan Library	1885	Theo ...	F.	C.	Fr.	R.	1,231
3554	do.	Montana Wesleyan Univ.	1888	Sch ...	F.	C.	F.	B.	1,500
3555	Helena (Fort Harrison)	Post Library	1897	Gar ...	F.	T.	Fr.	B.	2,710
3556	Helena	Public Library	1868	Gen ...	F.	T.	F.	B.	33,599
3557	do.	St. Vincent's Academy		Sch ...	F.	C.	Fr.	R.	1,200
3558	do.	State Law Library	1864	Law ...	F.	T.	F.	R.	12,000
3559	do.	State Library (Historical and Miscellaneous Department)	1865	State ...	F.	T.	Fr.	R.	40,000
3560	Kalispell	Carnegie Free Public Library	1897	Gen ...	O.	T. C.	F.	C.	1,851
3561	Lewistown	Public Library	1901	Gen ...	F.	T.	F.	C.	2,500
3562	Livingston	Carnegie Public Library	1901	Gen ...	O.	T.	F.	B.	1,000
3563	Miles City	Carnegie Library	1903	Gen ...	O.	T. D.	F.	B.	1,500
3564	do.	Public School	1877	Sch ...	F.	T.	F.	B.	1,500
3565	Missoula	Public Library	1894	Gen ...	R.	T.	F.	B.	6,000
3566	do.	University of Montana	1895	Col ...	F.	T.	Fr.	B.	12,000
3567	Philipsburg	Public High School	1896	Sch ...	F.	T.	Fr.	B.	1,000
3568	Twin Bridges	Public Library	1897	Gen ...	F.	C. D.	S. Fr.	B.	1,650
3569	Virginia City	Public Library	1902	Gen ...	R.	C.	S. Fr.	B.	1,000
	NEBRASKA.								
3570	Albion	Public Library	1900	Gen ...	R.	T.	F.	B.	1,947
3571	Beatrice	Free Public Library	1893	Gen ...	O.	T.	F.	B.	7,670
3572	do.	Public High School	1888	Sch ...	F.	T.	Fr.	R.	1,000
3573	Bellevue	Bellevue College	1884	Col ...	F.	C.	F.	B.	4,179
3574	Bennington	Public High School		Sch ...	F.	T.	Fr.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
										3517
										3518
	7,000							\$250,000	Chas. P. Pettus	3519
								25,000		3520
										3521
						\$165			A. Ebersole	3522
						30				3523
25,000	688	41,487	\$4,812			5,019		50,000	Faith E. Smith	3524
	626	2,400			\$96	176	\$900		Edward M. Shepard	3525
	480	3,960								3526
		1,200								3527
										3528
500	200								D. S. Robbins	3529
250						750			Frank Barton	3530
										3531
	225	15,790	500		991	1,573	15,000	25,000	Carrie R. Clark	3532
										3533
200	50			\$50		130			W. E. Morrow	3534
				1,500		2,200			Anna M. Powers	3535
										3536
	148								Anna E. Hatcher	3537
120	125	3,966	52			190		600	Laura A. Dickson	3538
600		36,500							Elizabeth L. Thomson	3539
										3540
1,525	124	14,076	2,200			2,200		25,000	Mabel Collins	3541
										3542
	560		2,200			2,700		15,000	Bessie McCord	3543
5,000	300			1,500		1,500			Many K. Winte	3544
	2,250	105,012	20,462			21,002		100,000	J. R. Russel	3545
390				1,315		1,315			Sarepta Sanders	3546
										3547
		26,000						5,000		3548
		4,111							Mrs. B. S. Catlin	3549
	250	10,499	855			1,083		8,600	Miss M. L. Innes	3550
	550	1,944		471		471		40,000	Florence B. Mott	3551
	343	39,444		3,000		3,078			Jennie M. Conner	3552
	381								Victor Day	3553
1,500	60									3554
78	16								Robt. E. Sievers	3555
19,913	2,220	76,731	7,652			3,109		10,000	Mary C. Gardner	3556
										3557
	711			3,350		3,350			Oliver T. Crane	3558
5,000	2,500			2,500		2,500			Laura E. Howey	3559
325	260	13,086	1,500			1,676			F. E. Madison	3560
			900			900			Mary A. Sloane	3561
	310	8,820	1,600			1,600				3562
500	1,500	1,800	1,000			1,340		10,000	Laura Zook	3563
	100									3564
100	700		2,438			3,360				3565
7,000	4,000	2,496				2,000			M. G. Buckhouse	3566
25	1	1,419		50		50			Annie H. Price	3567
500	275	1,460				137			John B. Stevens	3568
33	1,000	2,304				702				3569
	156	8,524	275			368			Mate E. McGill	3570
	532	21,303	1,797			1,882		23,000	Joanna Hagey	3571
										3572
2,051	625	1,134				1,109			Mary W. Nicholl	3573
										3574

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
600	100					\$92			Grace E. Young.....
1,000	141					87			Mrs. H. H. Hahn.....
									Sigurd Anker.....
100	50					208			M. E. Kern.....
5,673	215	1,504			\$168	228	\$5,600	\$10,000	Wm. E. Jillson.....
		10,000	\$820			320			
178	124					28			
1,000	175	5,917	227			265			Nellie McKean.....
			50			70			E. Howe.....
	100					58			F. A. Carmony.....
	232	7,070	300		300	775		10,600	Frances Morton.....
100	50								W. H. Pillsbury.....
1,000	185			\$125		159			
	673	27,657	1,000			1,105	1,500	15,000	Jane H. Abbott.....
1,000	500	1,500				262			C. R. Merrifield.....
	471	28,500	2,000			2,034			Clara M. Body.....
		1,350				125			H. W. Stearns.....
	400								Harriet T. Myers.....
	250	13,000		100		600		15,000	Grace G. Dillon.....
				100					
	51	2,052		100		100			James H. Smith.....
	100	12,600		913		1,027			Belle S. Earley.....
									A. O. Thomas.....
300	700	4,650		1,000		1,000			Chas. S. Bronden.....
	3,777	89,825	5,500			6,592		77,000	
	200	5,000							Edna D. Bullock.....
18,307	362			5,000		5,000			Jay Amos Barrett.....
									Lee Herdman.....
13,000	4,800	6,500		12,325		12,325		100,000	J. I. Wyer.....
200	40								
	135	15,855		250		1,355			Millie Elbert.....
		15,317	665			902	2,000	16,000	H. W. Newton.....
400	75			75		75			E. Sue Cooper.....
200	5								Julius Sheppard.....
35		6,006							Georgiana Humphreys.....
3,000	1,107					875		20,000	M. I. Stritch, S. J.....
						3,000			
									Ota B. Crawford.....
100	300								
						130			
	200								H. A. Senter.....
	2,688	194,224	18,703			19,303		170,000	Edith Tobitt.....
		2,000							Paul Goss.....
	500								
200	100	1,000				100			Geo. P. Griffith.....
250			380			420		2,000	Olive Jones.....
105	61	216							Edith Leonard.....
1,000	250	50,000							
	100								

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEBRASKA—cont'd.								
3640 Superior	Ladies' Library Association..	1884	Gen...	O.	C.	S.	R.	2,668
3641 Syracuse	Public Library	1894	Gen...	R.	T. D.	F.	B.	1,050
3642 Tecumseh	Public Library	1891	Gen...	F.	T.	F.	B.	1,250
3643 University Place..	Nebraska Wesleyan Univ	1890	Col...	F.	C.	Fr.	B.	5,000
3644 Wahoo	Luther Academy	1883	Sch...	F.	C.	S.	B.	3,000
3645 ..do	Public High School	1889	Sch...	F.	T. D.	Fr.	B.	1,400
3646 Wayne	Nebraska Normal College	1892	Sch...	F.	C.	Fr.	R.	1,800
3647 Weeping Water...	Weeping Water Academy	.....	Sch...	F.	C.	Fr.	R.	1,239
3648 Wilber	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,200
3649 York	Public Library	1894	Gen...	O.	T.	F.	B.	2,900
3650 ..do	School of the Holy Family ..	.....	Sch...	F.	C.	Fr.	R.	1,200
3651 ..do	York College	1890	Col...	F.	C.	F.	R.	1,500
NEVADA.								
3652 Carlin	Library Association*.....	1873	Gen ..	R.	C.	S.	B.	2,000
3653 Carson City	State Library	1865	State ..	F.	T.	F.	B.	20,000
3654 Reno	State University	1874	Col...	F.	T.	Fr.	B.	8,444
3655 Virginia City	Public High School	1876	Sch...	F.	T.	Fr.	B.	1,500
3656 Wadsworth	Engineers and Mechanics' Library Association.*	1879	Gen ..	R.	C.	S.	C.	1,700
NEW HAMPSHIRE.								
3657 Acworth	Silsby Free Public Library ...	1892	Gen ..	O.	T. D.	F.	B.	2,226
3658 Alexandria	Haynes Public Library	1886	Gen ..	O.	C.	F.	B.	1,320
3659 Alstead	Town Library	1883	Gen ..	F.	T.	F.	B.	1,025
3660 Alton	Public Library *	1891	Gen ..	R.	T.	F.	C.	1,452
3661 Amherst	Town Library	1880	Gen ..	O.	T.	F.	B.	3,865
3662 Andover	Town Library	1892	Gen ..	R.	T.	F.	B.	1,095
3663 Ashland	Town Library	1871	Gen ..	O.	T.	F.	C.	3,740
3664 Atkinson	Atkinson Academy	1879	Sch...	F.	C.	Fr.	B.	1,500
3665 ..do	Free Public Library	1894	Gen ..	R.	T.	F.	B.	1,291
3666 Bath	Free Public Library	1893	Gen ..	R.	T.	F.	C.	1,733
3667 Bedford	Public Library	1893	Gen ..	F.	T.	F.	B.	1,225
3668 Belmont	Public Library	1891	Gen ..	F.	T.	F.	R.	1,307
3669 Berlin	Free Public Library	1893	Gen ..	O.	T.	F.	B.	4,049
3670 Bethlehem	Bethlehem Library Assoc...	1877	Gen ..	F.	C.	S. Fr.	B.	2,000
3671 Boscaawen	Town Library	1893	Gen ..	F.	T.	F.	B.	1,300
3672 Bradford	Free Library	1893	Gen ..	R.	T.	F.	B.	1,200
3673 Bristol	Minot-Sleeper Library	1885	Gen ..	O.	T.	F.	B.	6,057
3674 Brookline	Public Library	1877	Gen ..	F.	T.	F.	B.	1,800
3675 Candia	Smyth Public Library	1888	Gen ..	F.	C.	F.	B.	1,800
3676 Center Barnstead ..	Barnstead Free Public Lib...	1804	Gen ..	R.	T.	F.	B.	2,000
3677 Center Eppingham ..	Free Public Library	1893	Gen ..	F.	T.	F.	P.	1,100
3678 Center Sandwich ..	Free Library	1898	Gen ..	R.	T.	F.	B.	2,250
3679 Charlestown	Silsby Free Public Library ..	1895	Gen ..	O.	T.	F.	B.	5,486
3680 Chester	Free Public Library	1894	Gen ..	O.	T.	F.	B.	1,850
3681 Chesterfield	Town Library *	1894	Gen ..	R.	T.	F.	C.	1,256
3682 Claremont	Fiske Free Library	1873	Gen ..	F.	C.	F.	B.	7,500
3683 Colebrook	Public Library	1894	Gen ..	R.	T.	F.	C.	3,500
3684 Concord	New Hampshire Hist. Soc...	1823	Hist ..	O.	C.	F.	R.	17,977
3685 ..do	Public Library	1855	Gen ..	O.	T.	F.	B.	26,000
3686 ..do	St. Mary's School	1856	Sch...	F.	C.	Fr.	B.	1,000
3687 ..do	St. Paul's School	1856	Sch...	O.	C.	S.	B.	15,800
3688 ..do	State Board of Health	1883	State..	F.	T.	F.	R.	1,000
3689 ..do	State Hospital	1843	Asy...	F.	T.	Fr.	C.	2,166
3690 ..do	State Library	1823	State..	O.	T.	F.	B.	83,500
3691 Contoocook	Hopkinton Free Public Lib.	1868	Gen ..	R.	T.	F.	B.	2,605
3692 Conway	Public Library	1897	Gen ..	O.	T.	F.	B.	2,760
3693 Danville	Public Library .....	.....	Gen ..	F.	T.	F.	B.	1,014
3694 Deerfield Center ..	Philbrick James Library *	1880	Gen ..	F.	C.	F.	R.	2,300
3695 Derry	Pinkerton Academy	1887	Sch...	F.	C.	Fr.	R.	4,752
3696 Dover	Public Library	1883	Gen ..	O.	T.	F.	B.	30,000
3697 Dublin	Public Library	1884	Gen ..	O.	T.	F.	B.	4,006
3698 Durham	New Hampshire Col. of Agri- culture and Mechanic Arts.	1893	Col...	F.	T.	S. Fr.	B.	10,000
3699 ..do	Public Library	1892	Gen ..	O.	T. C.	F.	B.	8,000

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			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	70					\$65		\$500		3640
	350	1,650	\$150			193			Lillian M. Beach	3641
1,500		500	300			500			L. M. Ingersoll	3642
2,000	200					365			May Ingles	3643
1,000	400				\$400	400			Augusta Stenholm	3644
	200	1,300							J. W. Searson	3645
1,000	250								Helen M. Pill	3646
										3647
	200								Grace Hurlbut	3648
										3649
500	100					200			Theo. Jorgensen	3650
										3651
	824								W. G. Douglass	3652
	403	5,500							Irvin W. Ayres	3653
100									Hugh Gallagher	3654
		3,500				500				3655
										3656
400	36		52			112		5,800	Hiram N. Hayward	3657
	50	1,000				65		1,400	Clara G. Bullock	3658
	150	1,587	63		65	128			Maude E. Webster	3659
	94									3660
	134	4,929		\$200		203		3,000	A. M. Wyman	3661
		3,268		67		71			Caroline E. Morton	3662
100	109	6,468		100		105	\$100		Mrs. L. A. Dearborn	3663
										3664
	158	756		132		135			Alice F. Gilbert	3665
				103		103			Bessie F. Randall	3666
		1,800		135	25	160			Laura R. Woodbury	3667
300	25			150		130			C. E. Gilman	3668
	329	20,505		650		650			Hattie L. Johnson	3669
	53					100			William Ramsden	3670
	400	5,371		150		137				3671
	100			148		154				3672
	175	9,896	498		285	783	3,000		Emma P. Berry	3673
	40	1,700		50		62			Ella W. Tucker	3674
	170			100	174	274	5,000		Frank E. Page	3675
	203	7,000	118			127			John George	3676
		1,000		26		26			Albert N. Gould, M. D.	3677
	100		55	50		112			E. Q. Marston, M. D.	3678
25	73	7,505		450		461		7,500	Abbie M. Robertson	3679
100	86	5,205		150		154			Isabelle H. Fitz	3680
	101			100		100				3681
	200	15,000			661	300			Abbie J. Field	3682
	300			300		1,700	13,000	10,000	N. F. Carter	3683
80,000	792			500	556	4,875	5,000	6,000	Grace Blanchard	3684
	800	89,000		4,500	175					3685
										3686
500	400				50	750	1,000			3687
	50								Irving A. Watson	3688
				100		200				3689
25,000	6,800			18,000		18,000		315,000	Arthur C. Chase	3690
	130	4,000		150	40	215	400			3691
50	427	5,214		610		714		40,000	Louise H. Hamblen	3692
15	82	1,238	48			48			W. Folsom Heath	3693
	70						3,000			3694
200	133	1,000			300	305			Mrs. Wm. H. Haskins	3695
	2,010	62,120		3,750	173	4,038	2,750		Caroline H. Garland	3696
	190	3,081		200		205			Minnie E. Leflingwell	3697
5,000	624			1,181		1,283			C. W. Scott	3698
1,000	600	10,000	432			448		1,500	Charlotte A. Thompson	3699

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW HAMPSHIRE— continued.								
3700 East Canterbury ..	Shaker Community Library ..	1840	Gen ..	F.	C.	F.	R.	1, 400
3701 East Derry ..	Taylor Library ..	1878	Gen ..	F.	D.	F.	C.	5, 119
3702 East Jaffrey ..	Jaffrey Public Library ..	1883	Gen ..	F.	T.	F.	C.	4, 050
3703 East Rindge ..	East Rindge Library ..	1870	Gen ..	F.	C.	F.	B.	1, 200
3704 East Rochester ..	Reading Room and Lib. Asso.*	1885	Gen ..	K.	T. C.	F.	B.	1, 500
3705 Enfield ..	Public Library ..	1893	Gen ..	F.	T.	F.	C.	3, 526
3706 Epping ..	Free Public Library ..	1893	Gen ..	F.	T.	F.	C.	1, 171
3707 Etna ..	Hanover Town Library ..	1838	Gen ..	F.	T.	F.	C.	1, 050
3708 Exeter ..	Phillips Exeter Academy ..	1781	Sch ..	F.	C.	Fr.	R.	2, 000
3709 ..do ..	Public Library ..	1853	Gen ..	O.	T.	F.	B.	12, 970
3710 Farmington ..	Public Library ..	1890	Gen ..	F.	T.	F.	C.	2, 500
3711 Fitzwilliam ..	Town Library ..	1883	Gen ..	F.	T.	F.	B.	6, 058
3712 Francestown ..	Town Library ..	1873	Gen ..	F.	T.	F.	B.	3, 500
3713 Franklin ..	Franklin Library ..	1861	Gen ..	F.	C.	S.	C.	3, 822
3714 Franklin Falls ..	Smith Library ..	1880	Gen ..	R.	C.	S.	B.	3, 200
3715 Gilsom ..	Public Library ..	1892	Gen ..	F.	T.	F.	C.	1, 213
3716 Gossville ..	Epsom Public Library ..	1893	Gen ..	O.	T.	F.	B.	1, 200
3717 Grantham ..	Dunbar Library ..	1893	Gen ..	O.	T.	F.	R.	1, 000
3718 Greenville ..	Free Public Library ..	1877	Gen ..	F.	T.	F.	B.	2, 831
3719 Hampstead ..	Public Library ..	1888	Gen ..	O.	T.	F.	B.	2, 118
3720 Hampton Falls ..	Free Library ..	1893	Gen ..	O.	T.	F.	B.	2, 708
3721 Hancock ..	Town Library ..	1860	Gen ..	O.	D.	F.	C.	4, 450
3722 Hanover ..	Dartmouth College ..	1770	Col ..	O.	C.	Fr.	B.	102, 275
3723 ..do ..	Howe Library ..	1900	Gen ..	O.	C.	F.	B.	1, 500
3724 Harrisville ..	Public Library* ..	1877	Gen ..	O.	T.	F.	B.	1, 712
3725 Haverhill ..	Library Association ..	1880	Gen ..	F.	T.	F.	C.	2, 000
3726 Hebron ..	Town Library ..	1897	Gen ..	F.	T.	F.	B.	1, 250
3727 Henniker ..	Free Library ..	.....	Gen ..	R.	T.	F.	B.	2, 850
3728 Hillsboro ..	Fuller Public Library ..	1879	Gen ..	R.	T.	F.	B.	4, 500
3729 Hinsdale ..	Public Library ..	1867	Gen ..	F.	T.	F.	B.	6, 000
3730 Holderness ..	Free Library ..	1893	Gen ..	R.	T.	F.	C.	1, 500
3731 Hollis ..	Social Library ..	1799	Gen ..	R.	T.	F.	B.	4, 807
3732 Hooksett ..	Public Library ..	1893	Gen ..	F.	T.	F.	B.	1, 400
3733 Hopkinton ..	Free Public Library ..	1902	Gen ..	F.	T.	F.	C.	2, 502
3734 Hudson ..	Greeley Public Library ..	1893	Gen ..	R.	T.	F.	C.	2, 964
3735 Jackson ..	Public Library ..	1879	Gen ..	O.	C.	F.	B.	2, 245
3736 Jefferson ..	Free Public Library ..	.....	Gen ..	O.	T.	F.	B.	1, 086
3737 Keene ..	Public High School ..	.....	Sch ..	F.	T.	Fr.	R.	1, 000
3738 ..do ..	Public Library ..	1859	Gen ..	O.	T.	F.	B.	13, 268
3739 Kensington ..	Social Library ..	1895	Gen ..	O.	C.	F.	B.	1, 763
3740 Kingston ..	Nichols Memorial Library ..	1894	Gen ..	O.	T.	F.	B.	3, 671
3741 ..do ..	Sanborn Seminary ..	.....	Sch ..	F.	C.	Fr.	R.	3, 000
3742 Laconia ..	Gilford Public Library ..	1900	Gen ..	F.	T.	F.	C.	1, 217
3743 ..do ..	Public Library ..	1878	Gen ..	O.	TD.	F.	B.	10, 134
3744 Lancaster ..	Public Library ..	1867	Gen ..	F.	T.	F.	B.	7, 000
3745 Lebanon ..	Leavitt's Library* ..	1881	Gen ..	R.	C.	F.	R.	1, 200
3746 ..do ..	Public Library ..	1889	Gen ..	F.	D.	F.	B.	5, 500
3747 Lisbon ..	Public Library ..	1899	Gen ..	F.	T.	F.	B.	2, 814
3748 Littleton ..	Public Library ..	1383	Gen ..	F.	T.	F.	B.	8, 000
3749 Londonderry ..	Leach Library ..	1879	Gen ..	F.	C.	F.	B.	4, 070
3750 Lyme ..	Turner Social Library ..	1797	Soc ..	F.	T.	S.	C.	3, 000
3751 Manchester ..	City Library ..	1854	Gen ..	O.	T.	F.	B.	49, 566
3752 ..do ..	St. Anselm's College ..	1891	Col ..	F.	C.	Fr.	R.	5, 000
3753 ..do ..	Young Women's Christian Association ..	1870	Y. W. ..	F.	C.	Fr.	C.	1, 000
3754 Marlboro ..	Frost Free Library ..	1866	Gen ..	O.	D.	F.	B.	5, 150
3755 Marlow ..	Town Library ..	1878	Gen ..	R.	T.	F.	C.	1, 238
3756 Meredith ..	Public Library ..	1882	Gen ..	O.	T.	F.	B.	3, 736
3757 Meriden ..	Kimball Union Academy* ..	.....	Sch ..	F.	C.	Fr.	B.	2, 000
3758 Merrimack ..	Public Library ..	1892	Gen ..	F.	T.	F.	B.	2, 320
3759 Middleton ..	Free Town Library ..	1893	Gen ..	F.	T.	F.	B.	1, 127
3760 Milford ..	Free Library ..	1867	Gen ..	F.	T.	F.	B.	8, 163
3761 Milton ..	Nute High School ..	1891	Sch ..	F.	C.	F.	B.	3, 000
3762 Mount Vernon ..	Free Public Library ..	1893	Gen ..	F.	T.	F.	C.	1, 000
3763 ..do ..	McCollum Institute (Appleton Library) ..	.....	Sch ..	F.	C.	Fr.	R.	1, 000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use,	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
							\$3,000		Ada A. Reynolds	3700
	292	8,719		\$300	\$150	\$465	5,000	\$12,000	Lucia B. Cutter	3701
100									C. L. Converse	3702
	3	4,152		290		426				3703
	207	2,316	\$200			239			Ella M. Pattee	3704
	57	2,020		50		57			Mae P. Gilmore	3705
100	100			152		154			Thomas W. Praddex	3706
										3707
	499	26,602		2,000	215	2,286	2,215	15,000	Carrie W. Byington	3708
500	25			263	6	391	200		Emily Goodwin	3709
	106	3,171	30	75		116			Annie L. Colby	3710
	80	600		100		102			Mrs. J. T. Woodbury	3711
	75				60	95			Mary A. Rowell	3712
									Mary E. Daniell	3713
25	34	4,000				74			Israel A. Loveland	3714
	11	2,364		60		74			Grace V. Snow	3715
		2,254		200		202		2,000		3716
	50	1,200		50		50		1,500	James M. Howe	3717
		2,630		300		300			J. M. Taft	3718
	118	3,680		150	120	270	3,600	3,000	Mary L. Hoyt	3719
		3,000		50		50			Sadie E. Janvrin	3720
21,000	150				435	435	12,000		C. H. Ware	3721
	2,890	14,128							M. D. Bisbee	3722
	100	5,000			250	250		12,000	Lois E. Chandler	3723
	61	1,256			2	2				3724
	175			67	25	415			May E. Flanders	3725
	37	1,222		15		33			Alice M. Wells	3726
	236	8,413		213		213			Jennie N. Dodge	3727
	150	875			180	180	3,000		Mary C. Bixley	3728
	189	12,479		700		723			Lucy Spooner	3729
	90			82		82			Sadie J. Perkins	3730
50	76			150		157			S. L. Gerould	3731
	142	3,491	139			139			Jennie B. Abbott	3732
	75			150		150			Sarah U. Kimball	3733
436	109	2,671	150			157			Ina Martin	3734
	180	2,730	31			234		2,500	S. Alice Trickey	3735
		1,700							Abner Davis	3736
	20			50		50				3737
	296	29,593		500	217	774	6,000	25,000	Mrs. A. M. Hilliard	3738
	8	716						5,000		3739
18	290			140	60	210	1,000	15,000	Nellie F. Ingalls	3740
										3741
1,000	46	2,317		100		103			Carrie H. Gill	3742
	197	22,076		1,000	70	1,128	1,500	60,000	Olin S. Davis	3743
800	10	12,000		600		632				3744
	265	39,106			588	835	15,000		Emma M. Morris	3745
325	78	8,171		600		637	450		Nettie L. Kelsea	3746
	229	17,900		800		1,843			Miss H. F. Merrill	3747
	70	2,633					1,000		Sedley A. Lowd	3748
	50	976		10		60	450		Martha A. Holt	3749
	1,522	76,715		6,200	532	6,975	10,000	50,000	F. Mabel Winchell	3750
									P. Frederick	3751
	98					450			Mary J. Moore	3752
					360	360	6,000	5,000	Mrs. E. C. Holt	3753
	50								Myrtie E. Huntley	3754
		8,335		350		365			Mary E. Bedee	3755
35	129	3,780		200		206				3756
				15		15			Emme A. Cross	3757
1,907	453	21,252		1,025	175	1,253	5,100		Eva J. Davis	3758
40	300	1,475			350	332			Rebecca F. Doane	3759
	50			100		110			Rev. Frank Haley	3760
									Ruth S. Conant	3761
										3762
										3763

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW HAMPSHIRE— continued.								
3764 Nashua	Public High School	1870	Sch...	F.	T.	Fr.	B.	1,450
3765 ..do.....	Public Library	1867	Gen ..	O.	T.	F.	B.	22,959
3766 Nelson	Free Public Library	1892	Gen ..	F.	T.	F.	B.	1,213
3767 New Boston....	Whipple Free Library	1888	Gen ..	F.	C.	F.	B.	2,110
3768 New Hampton...	Gordon-Nash Library	1895	Gen ..	O.	C.	F.	B.	13,000
3769 ..do.....	New Hampton Literary and Biblical Institution.	.....	Sch...	F.	C.	Fr.	R.	12,000
3770 Newington.....	Langdon Public Library	1892	Gen ..	O.	T.	F.	B.	3,075
3771 New London....	Colby Academy	1853	Sch...	F.	C.	Fr.	B.	4,000
3772 Newmarket....	Town Library	1850	Gen ..	F.	T.	F.	B.	6,000
3773 Newport	Richards Free Library	1888	Gen ..	O.	D.	F.	B.	6,728
3774 Newton	Public Library	1892	Gen ..	R.	T.	F.	C.	1,085
3775 North Hampton ..	North Hampton Library	1892	Gen ..	F.	T.	F.	B.	1,000
3776 North Haverhill..	North Haverhill Library	1899	Gen ..	R.	C.	S. Fr.	C.	1,522
3777 Northwood Center	Coe's Northwood Academy	1867	Sch...	F.	C.	Fr.	B.	1,200
3778 ..do.....	Northwood Public Library....	1893	Gen ..	R.	T.	F.	B.	1,100
3779 Northwood Nar- rows.	Northwood Public Library....	1892	Gen ..	R.	T.	F.	C.	1,150
3780 Northwood Ridge.	Albion Knowlton Library....	1900	Gen ..	F.	C.	F.	C.	2,020
3781 Pelham	Free Public Library	1893	Gen ..	O.	T.	F.	B.	2,349
3782 Pembroke.....	Pembroke Academy	1837	Sch...	F.	C.	F.	B.	1,800
3783 Peterboro	Town Library	1833	Gen ..	O.	T.	F.	B.	10,688
3784 Pittsfield	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
3785 Plymouth.....	Holderness School	1879	Sch...	F.	C.	Fr.	B.	1,700
3786 ..do.....	Public Library	1873	Gen ..	O.	T.	F.	B.	3,584
3787 ..do.....	State Normal School	1871	Sch...	F.	T.	Fr.	R.	5,000
3788 Portsmouth.....	Portsmouth Athenæum	1817	Gen ..	O.	C.	S.	C.	22,000
3789 ..do.....	Public Library	1881	Gen ..	R.	T.	F.	B.	19,000
3790 Rindge	Ingalls Memorial Library....	1893	Gen ..	O.	T. D.	F.	B.	4,250
3791 Rochester.....	Public Library	1893	Gen ..	F.	T.	F.	B.	9,159
3792 Salem	Public Library	1894	Gen ..	F.	T.	F.	B.	2,075
3793 Sanbornville....	Wakefield Free Library*....	1895	Gen ..	F.	C.	F.	C.	1,000
3794 Seabrook	Brown Memorial Library	1893	Gen ..	O.	C.	F.	B.	2,104
3795 Somersworth....	Public Library	1899	Gen ..	F.	T.	F.	B.	9,100
3796 Spofford	Chesterfield Town Library ..	1894	Gen ..	F.	T.	F.	C.	1,570
3797 Stratham	Town Library	1895	Gen ..	F.	T.	F.	C.	1,896
3798 Sugarhill	N. P. Coburn Public Library ..	1898	Gen ..	F.	T.	Fr.	B.	4,200
3799 Sunapee	Sunapee Library	1892	Gen ..	R.	T.	F.	B.	1,034
3800 Suncook	Allenstown Public Library ..	1893	Gen ..	F.	T.	F.	B.	1,180
3801 ..do.....	Pembroke Public Library	1897	Gen ..	F.	T.	F.	C.	1,178
3802 Surry	Reed Free Library	1881	Gen ..	F.	C.	F.	B.	3,057
3803 Swanzy	Mount Cesar Union Library ..	1880	Gen ..	O.	C.	S. Fr.	B.	2,187
3804 Temple	Mansfield Public Library	1890	Gen ..	O.	T.	F.	B.	3,009
3805 Tilton	N. H. Conference Seminary ..	1845	Sch...	F.	C.	F.	B.	3,000
3806 ..do.....	Tilton and N'field Pub. Lib.	1887	Gen ..	O.	T. C.	F.	C.	4,500
3807 Troy	Public Library	1891	Gen ..	F.	T.	F.	C.	1,030
3808 Wakefield	Public Library	1894	Gen ..	O.	C.	F.	B.	3,993
3809 Walpole	Town Library	1854	Gen ..	O.	T.	F.	C.	7,952
3810 Warner	Pillsbury Free Library	1891	Gen ..	O.	T.	F.	B.	8,161
3811 Warren	Public Library	1892	Gen ..	R.	T.	F.	B.	1,180
3812 Washington.....	Shedd Free Library	1869	Gen ..	F.	T. D.	F.	B.	3,440
3813 Wear	Public Library	1892	Gen ..	F.	T.	F.	B.	1,884
3814 West Lebanon...	Library Association	1868	Gen ..	E.	T.	F.	C.	1,575
3815 ..do.....	Rockland Military Academy..	.....	Sch...	F.	C.	Fr.	R.	2,000
3816 Westmoreland...	Free Library	1887	Gen ..	F.	T.	F.	B.	1,802
3817 West Rindge...	Branch Library	1885	Gen ..	R.	C.	F.	B.	1,276
3818 West Swanzy...	Stratton Free Library	1885	Gen ..	O.	C.	F.	B.	2,600
3819 Whitefield	Public Library	1893	Gen ..	F.	T.	F.	B.	5,796
3820 Wilton	Ministerial Library	1824	Gen ..	F.	D.	Fr.	B.	1,169
3821 Wilton	Public Library	1890	Gen ..	F.	T. C.	F.	B.	5,964
3822 Winchester.....	Public Library*	1813	Gen ..	O.	T.	F.	B.	4,067
3823 Windham	Nesmith Library	1871	Gen ..	O.	D.	F.	B.	3,465
3824 Wolfboro	Brewster Library	1890	Gen ..	O.	T.	F.	C.	1,000
3825 Woodsville	Free Public Library	1894	Gen ..	O.	T.	F.	B.	3,400

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States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
		63,082	\$5,000	\$500		\$5,500			Harriet Crombie	3764
	63	753		21		21			Delia H. Osgood	3765
	1,600	4,100			\$1,500	1,500	\$40,000		A. A. Atwood	3767
									Lewis P. Bickford	3768
										3769
	239	3,040		125		130	1,000	\$3,500	Lydia S. Coleman	3770
				300		300			Mrs. M. M. Ashmore	3771
	234	10,229			1,200	1,200	22,800		Irving T. George	3772
	98	3,280		150		153			Anne Parmelee	3773
		2,600							E. G. Kelly	3774
	64					25			L. W. Fogg	3775
491	15	895							May L. Southard	3776
	50	2,500	75			76			Edwin K. Welch	3777
		875	37			40			S. Marie Watson	3778
										3779
									Gertrude E. Towle	3780
100	348	2,329		150		157		6,000	Mary E. Hobbs	3781
										3782
	603	13,695		800	250	1,050		20,000	Eva E. Coffin	3783
										3784
	32	465							Lorin Webster	3785
421	162	10,881		300		351		500	Bessie Fox	3786
	500	1,000								3787
	150	2,857				500	18,000	10,000	Annie S. Hanscome	3788
1,716	966	40,622		2,700	540	3,380	15,175		Robert E. Rich	3789
100	250	3,520		250	182	432	5,000	12,000	Emma E. Miller	3790
500	936	32,657		1,569		1,500	1,000		Lillian E. Parshley	3791
564	83	5,256		178	18	204			Susan A. Cluff	3792
450		2,096				150				3793
									R. B. Brown	3794
500	1,584	18,678	430	500	35	1,083			Frances D. Hurd	3795
		1,488		100		100			Jennie M. Rice	3796
	43			64		64			Lottie G. Smart	3797
	200	11,874	600		14	657			Florence L. Batchelder	3798
12	14	1,196		100		133			Jennie Cross	3799
	77	2,517		79		82			A. W. Sullivan	3800
	110	5,000		196		196			M. Henry Knox	3801
400	50	4,160	45		90	140	2,800		Francis F. Field	3802
	63	1,600				19			Flora E. Newell	3803
	60	2,200		50		52		1,000	Mary L. Hayward	3804
										3805
100	100			500	40	550			Sara M. Sweet	3806
		400		170		175			Emely L. Turner	3807
	290	3,060			150	232	3,000	6,000	Alice C. Milliken	3808
243		8,192	400			426		8,000	Frances M. Sabin	3809
627	250	8,933	399		102	501		15,000	Mary B. Harris	3810
	90	2,229		75		75			Mrs. G. M. Williams	3811
	60							2,500	Albert T. Wright	3812
		2,840		110		110			Eva B. Simons	3813
	50	1,500				65			Anna M. Burton	3814
										3815
		2,465							Carrie E. Bryant	3816
25	50	800							Mrs. H. E. Wetherbee	3817
	1	1,107				5		5,000	W. N. Sparhawk	3818
	200	12,894		500		508			Helen G. Sartwell	3819
	30	30			11	11	378		J. F. Kimball	3820
	269			300	130	430	3,000		Mary N. Abbot	3821
	215		500			509		15,000		3822
	78	1,835			100	102	2,000	6,000	Josie B. Nesmith	3823
									Inez A. Brewster	3824
100	375	7,470	67	150		286		6,000	Mrs. F. A. Gray	3825

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW JERSEY.								
3826 Asbury Park	Free Public Library	1898	Gen	O.	T.	F.	B.	3,500
3827 ..do.	Public School	1894	Sch	F.	D.	Fr.	B.	1,931
3828 Atlantic City	Free Public Library	1902	Gen	O.	T.	F.	B.	2,680
3829 ..do.	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,000
3830 Atlantic Highlands	Public High School .....	.....	Sch	F.	T.	Fr.	B.	2,500
3831 Basking Ridge	Free Circulating Library	1898	Gen	F.	D.	F.	B.	1,241
3832 Bayonne	Free Public Library	1890	Gen	O.	T.	F.	B.	12,354
3833 Beverly	Free Library	1903	Gen	R.	D.	F.	B.	1,200
3834 Blairstown	Blair Presbyterian Academy	1829	Sch	F.	C.	Fr.	R.	2,000
3835 Bloomfield	German Theol. Sch. of Newark	1875	Theo	F.	D.	Fr.	R.	8,000
3836 ..do.	Jarvie Memorial Library	1902	Gen	O.	C.	S. Fr.	B.	6,601
3837 ..do.	Public High School	1871	Sch	F.	T.	Fr.	B.	1,000
3838 ..do.	Watessing Free Public Lib.*	1886	Gen	O.	C.	F.	B.	2,200
3839 Boonton	Holmes Library	1893	Gen	O.	C.	S. Fr.	C.	2,752
3840 Bordentown	Bordentown Military Inst. (Woodward Memorial Lib.)	1885	Sch	F.	C.	Fr.	R.	1,200
3841 ..do.	Public Library*	1880	Soc	R.	C.	S.	C.	1,800
3842 ..do.	Women's Christian Temper- ance Union	1880	Soc	R.	C.	Fr.	B.	1,850
3843 Bound Brook	Public Library	1896	Gen	O.	C.	F.	B.	1,700
3844 Bridgeton	Library Association	1901	Gen	O.	C.	S.	B.	3,500
3845 ..do.	South Jersey Institute	1869	Sch	F.	C.	Fr.	R.	3,000
3846 ..do.	West Jersey Academy	1852	Sch	F.	C.	Fr.	B.	2,000
3847 ..do.	Y. M. C. A. Library* .....	.....	Y. M.	R.	C.	Fr.	B.	2,500
3848 Burlington	Library Company	1757	Gen	O.	T.	F.	B.	15,910
3849 Caldwell	Public Library	1894	Gen	F.	C.	S. Fr.	B.	1,060
3850 Camden	Camden County Bar Assoc.	1881	Law	R.	C.	S.	R.	5,113
3851 ..do.	Free Public Library	1898	Gen	F.	T.	F.	B.	7,500
3852 ..do.	North Baptist Church	1886	Gen	O.	C.	S. Fr.	B.	4,156
3853 ..do.	Pyne Poynt Library	1898	Gen	O.	C.	F.	B.	4,000
3854 Cape May	Public High School	1888	Sch	F.	T.	S. Fr.	R.	1,200
3855 Chatham	Circulating Library	1876	Gen	F.	C.	S. Fr.	B.	2,800
3856 Clinton	Grandin Library	1899	Gen	O.	C.	S. Fr.	B.	1,164
3857 Convent Station	College of St. Elizabeth .....	.....	Sch	F.	C.	Fr.	R.	7,000
3858 Cranford	Cranford Library	1895	Gen	R.	C.	S. Fr.	B.	2,600
3859 ..do.	Grant High School*	1888	Sch	F.	T.	F.	B.	1,110
3860 Dover	Public Library	1902	Gen	F.	C.	F.	B.	1,000
3861 ..do.	Public School .....	.....	Sch	F.	T. D.	Fr.	B.	1,000
3862 East Orange	Ashland Library	1891	Sch	F.	T. C.	F.	B.	1,000
3863 ..do.	Free Public Library	1900	Gen	O.	T.	F.	B.	12,000
3864 ..do.	Public High School	1891	Sch	F.	T.	Fr.	B.	3,000
3865 Elberon	Elberon Library	1900	Gen	R.	C.	S. Fr.	B.	1,000
3866 Elizabeth	Pub. Lib. and Reading Room	1887	Gen	R.	D.	F.	B.	9,494
3867 ..do.	Public School, No. 2	1881	Sch	F.	T.	Fr.	B.	1,465
3868 Englewood	Free Public Library	1901	Gen	O.	T. D.	F.	B.	8,500
3869 Flemington	Public Library	1899	Gen	R.	C.	S. Fr.	C.	2,720
3870 Florence	Florence Library*	1872	Gen	O.	C.	F.	C.	1,050
3871 Fort Lee	Holy Angels Collegiate Inst.	1890	Gen	F.	C.	S.	R.	3,000
3872 Freehold	King's Daughters' Library	1899	Gen	O.	C.	S. Fr.	B.	1,500
3873 ..do.	New Jersey Military Acad. .....	.....	Sch	F.	C.	Fr.	R.	1,780
3874 ..do.	Public High School	1875	Sch	O.	T.	Fr.	B.	1,000
3875 Garfield	Public School	1885	Sch	F.	T. D.	F.	C.	1,262
3876 Glen Ridge	Glen Ridge Library	1892	Gen	R.	C.	S. Fr.	C.	4,000
3877 Hackensack	Johnson Public Library	1901	Gen	O.	T.	F.	B.	8,820
3878 Hackettstown	Centenary Collegiate Inst. .....	.....	Sch	F.	C.	Fr.	R.	1,000
3879 ..do.	Public School	1897	Sch	F.	T. D.	Fr.	B.	1,000
3880 Haddonfield	Haddon Athenaeum and Free Reading Room Association	1887	Gen	O.	C.	S. Fr.	B.	2,500
3881 ..do.	Haddonfield Training School	1886	Asy	F.	T.	F.	B.	1,200
3882 Hightstown	Peddie Inst. (Longstreet Lib.)	1879	Sch	O.	C.	Fr.	B.	7,000
3883 Hilton	Public School	1883	Sch	F.	T.	F.	B.	2,500
3884 Hoboken	Penelon Library	1876	Sch	F.	C.	F.	B.	1,010
3885 ..do.	Free Public Library	1889	Gen	O.	T.	F.	B.	26,556
3886 ..do.	Hoboken Academy .....	.....	Sch	F.	C.	Fr.	R.	1,000
3887 ..do.	Sacred Heart Academy	1875	Sch	F.	C.	Fr.	R.	1,000
3888 ..do.	Stevens Inst. of Technology	1873	Col	F.	C.	F.	R.	9,000
3889 ..do.	Y. M. C. A. Railroad Dept.	1889	Y. M.	R.	C.	S.	B.	2,500

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW JERSEY—CON.								
3890	Jamesburg	N. J. State Home for Boys * ..	1865	Sch...	O.	T.	Fr.	C.	1,000
3891	Jersey City	Free Public Library	1889	Gen...	O.	T.	Fr.	B.	85,052
3892	do.	Public High School	1872	Sch...	F.	T.	Fr.	B.	1,447
3893	do.	St. Peter's College	1872	Col...	F.	C.	Fr.	R.	10,300
3894	Kearney	New Jersey Home for Dis- abled Soldiers.	1866	State.	F.	T.	Fr.	B.	5,000
2895	Lakewood	Lakewood Library	1893	Gen...	F.	C.	S.Fr.	B.	3,625
2896	Lambertville	Stryker Library Association ..	1882	Gen...	R.	C.	F.	B.	4,000
2897	Lawrenceville	Lawrenceville School	1810	Sch...	F.	C.	Fr.	B.	5,200
2898	Leonia	School and Public Library ..	.....	Gen...	F.	T. D.	F.	B.	1,000
2899	Livingston	Public School Library *	1890	Sch...	F.	T.	Fr.	B.	1,330
2900	Long Branch	Chattle High School	1885	Sch...	F.	T.	Fr.	B.	1,000
2901	do.	Free Reading Room and Cir- culating Library.	1878	Gen...	O.	C.	Fr.	B.	6,000
2902	Lyndhurst	Union Township Public Sch. ....	.....	Sch...	F.	T.	Fr.	B.	1,023
2903	Madison	Drew Theological Seminary ..	1868	Theo...	O.	C.	Fr.	B.	78,091
2904	do.	Public High School Library * ..	.....	Sch...	F.	T.	Fr.	B.	1,600
2905	do.	Public Library	1899	Gen...	O.	C.	F.	B.	6,423
2906	do.	Young Men's Christian Assoc.	1873	Y. M.	R.	C.	S.Fr.	B.	1,000
2907	Matawan	Free Public Library	1903	Gen...	R.	T.	F.	B.	2,795
2908	Merchantville	Public Library	1893	Gen...	F.	C.	S.	C.	1,574
2909	Metuchen	Public Library	1885	Gen...	O.	C.	F.	B.	1,150
2910	Millville	Lib. and Reading Room Assoc.	1864	Gen...	R.	C.	S.Fr.	B.	3,300
2911	do.	Public School .....	.....	Sch...	F.	C.	Fr.	B.	1,257
2912	Montclair	Cloverside School	1891	Sch...	F.	C.	S.	B.	3,000
2913	do.	Free Public Library	1893	Gen...	O.	T.	F.	B.	10,955
2914	do.	Military Academy	1901	Sch...	F.	C.	Fr.	B.	1,000
2915	do.	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	2,975
2916	Moorestown	Free Library	1853	Gen...	O.	C.	F.	B.	2,400
2917	do.	Public School	1892	Sch...	F.	T.	F.	C.	1,901
2918	Morristown	Library and Lyceum *	1878	Gen...	R.	C.	S.	B.	22,000
2919	do.	Morristown School	1898	Sch...	F.	C.	Fr.	B.	8,500
2920	do.	Public School *	1898	Sch...	F.	T.	F.	B.	2,000
2921	do.	Y. M. C. A. Library	1874	Y. M.	F.	C.	S.Fr.	B.	1,800
2922	Mount Holly	Burlington County Lyceum of Hist. and Nat. Sci.* ..	1876	Gen...	R.	C.	S.	B.	6,500
2923	do.	Public School	1896	Sch...	F.	T.	Fr.	B.	1,248
2924	Newark	Board of Trade	1868	Mer...	R.	C.	S.	R.	2,500
2925	Newark (Sta. E.) ..	East Newark Free Pub. Lib.	1899	Gen...	F.	T.	F.	B.	1,413
2926	Newark	Essex County Lawyers' Club.	1880	Law...	R.	C.	S.	R.	8,000
2927	do.	Free Public Library	1888	Gen...	O.	T.	F.	B.	87,501
2928	do.	Kearney High School .....	.....	Sch...	F.	T.	Fr.	B.	1,500
2929	do.	Newark Seminary	1881	Sch...	F.	C.	Fr.	B.	1,000
2930	do.	Newark Technical School	1885	Sch...	F.	T.	Fr.	B.	1,450
2931	do.	New Jersey Historical Society ..	1845	Hist...	R.	C.	S.Fr.	R.	23,000
2932	do.	Prudential Ins. Co. Law Lib.	1892	Law...	F.	C.	S.	R.	7,000
2933	do.	St. Benedict's College	1868	Col...	F.	C.	Fr.	R.	9,000
2934	do.	St. Patrick's Cathedral	1853	Gen...	F.	C.	S.	C.	1,400
2935	do.	Townsend's (Miss) School for Girls.	.....	Sch...	F.	C.	Fr.	R.	1,800
2936	do.	Young Men's Catholic Assoc.	1856	Soc...	F.	C.	S.	B.	1,250
2937	do.	Young Men's Christian Assoc.	1881	Y. M.	F.	C.	S.	B.	1,150
2938	New Brunswick	Anable's (Misses) School	1883	Sch...	F.	C.	Fr.	R.	1,000
2939	do.	Free Public Library	1883	Gen...	O.	T.	F.	B.	18,069
2940	do.	Public High School (Deshler Memorial Library).	.....	Sch...	F.	T.	F.	B.	3,500
2941	do.	Rutgers College	1766	Col...	O.	C.	Fr.	B.	45,655
2942	do.	Theological Seminary (Gard- ner A. Sage Library).	1870	Theo...	O.	C.	F.	B.	47,000
2943	New Orange	Upsala College	1893	Sch...	F.	C.	F.	B.	2,000
2944	Newton	Collegiate Institute .....	.....	Sch...	F.	C.	Fr.	R.	1,000
2945	do.	Dennis Library	1860	Gen...	O.	C.	S.Fr.	B.	10,000
2946	Nutley	Public High School .....	.....	Sch...	F.	T.	F.	B.	1,600
2947	Ocean Grove	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,688
2948	Orange	Free Library	1883	Gen...	O.	C.	F.	B.	19,428
2949	do.	High School *	Sch...	F.	T.	F.	B.	1,500
2950	do.	New England Society *	Soc...	R.	C.	F.	R.	1,500

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Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW JERSEY—CON.								
3951 Passaic	Public Library	1887	Gen ..	F.	T.	F.	B.	14,660
3952 Paterson	Free Public Library	1885	Gen ..	R.	T.	F.	B.	15,436
3953 ..do.	Graves's (Miss) English and Classical School.	.....	Sch...	F.	C.	Fr.	R.	1,100
3954 Paulsboro	Greenwich Township Free Public Library.	1901	Gen ..	R.	T.	F.	B.	1,600
3955 Pennington	Library Association	1876	Gen ..	R.	C.	S.	B.	1,000
3956 Perth Amboy	Public Library	1896	Gen ..	O.	T.	F.	C.	4,959
3957 Plainfield	North Plainfield High School.	.....	Sch ..	F.	T.	Fr.	B.	3,148
3958 ..do.	Plainfield Seminary .....	.....	Sch ..	F.	C.	Fr.	R.	1,000
3959 ..do.	Public High School	1868	Sch ..	F.	D.	Fr.	R.	1,500
3960 ..do.	Public Library and Reading Room.	1881	Gen ..	O.	T.	F.	B.	26,595
3961 Pleasantville	Public School .....	.....	Sch...	F.	T.	F.	B.	1,400
3962 Point Pleasant	Free Library	1894	Gen ..	O.	T.	F.	B.	1,700
3963 Pompton	De Mille School Library *	1892	Gen ..	F.	C.	Fr.	B.	3,000
3964 Princeton	Free Lending Library *	1897	Gen ..	R.	C.	F.	B.	1,400
3965 ..do.	Ivy Hall Library	1872	Gen ..	F.	C.	S.	C.	4,036
3966 ..do.	Princeton Preparatory Sch .....	.....	Sch ..	F.	C.	Fr.	B.	1,000
3967 ..do.	Princeton Theological Sem	1812	Theo ..	O.	C.	F.	B.	72,000
3968 ..do.	Princeton University	1747	Col ..	O.	C.	F.	B.	174,270
3969 ..do.	American Whig Society	1789	C. Soc.	F.	C.	F.	B.	12,500
3970 ..do.	Closiopie Society	1765	C. Soc.	F.	C.	S.	B.	10,200
3971 ..do.	E. M. Museum	1880	Sci ..	F.	C.	Fr.	R.	2,000
3972 ..do.	Philadelphian Society .....	.....	Y. M ..	O.	C.	F.	B.	1,000
3973 ..do.	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
3974 Rahway	Library Association	1864	Gen ..	O.	C.	S. Fr.	B.	16,000
3975 Red Bank	Library Company	1878	Gen ..	R.	C.	Fr.	B.	3,500
3976 ..do.	Public School .....	.....	Sch ..	F.	T.	F.	B.	1,019
3977 Ridgefield	Public School	1895	Sch ..	F.	T. D.	F.	B.	1,056
3978 Ridgefield Park	Free Public Library	1894	Gen ..	R.	T. D.	F.	B.	2,500
3979 Ridgewood	Public Library	1898	Gen ..	R.	C.	S. Fr.	C.	3,000
3980 Riverton	Free Library	1899	Gen ..	F.	C.	F.	B.	2,909
3981 Rutherford	East Rutherford Free Pub. Lib.	1901	Gen ..	F.	C.	F.	B.	1,946
3982 ..do.	East Rutherford Public Sch	1896	Sch ..	F.	T. D.	F.	B.	1,400
3983 ..do.	Park Avenue School Lib. * .....	.....	Sch ..	F.	C.	F.	B.	1,200
3984 ..do.	Public Library	1894	Gen ..	O.	C.	F.	B.	3,667
3985 Salem	Salem Library Company *	1804	Gen ..	O.	C.	F.	B.	11,660
3986 Scotch Plains	Free Public Library	1889	Gen ..	R.	D.	F.	B.	1,313
3987 ..do.	Public School	1890	Sch ..	F.	T.	F.	B.	1,200
3988 Shrewsbury	Shrewsbury Library	1861	Gen ..	O.	T. C.	Fr.	B.	2,500
3989 Somerville	Public Library	1871	Gen ..	O.	D.	S. Fr.	B.	8,513
3990 South Amboy	Public School	1880	Sch ..	F.	T.	F.	B.	1,499
3991 South Orange	Free Public Circulating Lib	1886	Gen ..	O.	C.	F.	B.	6,047
3992 ..do.	Seton Hall College	1856	Col ..	O.	C.	Fr.	R.	40,000
3993 Summit	Kent Place School .....	.....	Sch ..	F.	C.	Fr.	B.	2,500
3994 ..do.	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,200
3995 ..do.	St. George's Hall .....	.....	Sch ..	F.	C.	Fr.	R.	1,090
3996 Tenafly	Public School .....	.....	Sch ..	F.	T. D.	F.	B.	1,501
3997 Toms River	Library of Christ Church *	1885	Gen ..	R.	C.	F.	B.	1,500
3998 Trenton	Catholic Club	1891	Soc ..	O.	C.	S.	R.	1,000
3999 ..do.	Free Public Library	1900	Gen ..	O.	T. C.	F.	B.	25,720
4000 ..do.	Public High School	1874	Sch ..	F.	T.	Fr.	B.	1,000
4001 ..do.	St. Francis College	1898	Sch ..	F.	C.	Fr.	R.	6,850
4002 ..do.	State Hospital (Anne Robin- son Library).	1880	Asy ..	F.	D.	Fr.	R.	4,000
4003 ..do.	State Library	1796	State	F.	T.	F.	R.	65,000
4004 ..do.	State Normal and Model Sch	1893	Sch ..	F.	T.	Fr.	B.	4,600
4005 ..do.	State Prison	1836	Asy ..	F.	T.	Fr.	R.	3,500
4006 ..do.	State School for the Deaf	1873	Asy ..	F.	C.	F.	R.	3,100
4007 Tuckerton	Tuckerton Library	1862	Gen ..	O.	C.	S. Fr.	C.	1,200
4008 Vincentown	Public Library	1867	Gen ..	J.	C.	F.	B.	1,500
4009 Vineland	Free Public Library	1901	Gen ..	F.	C.	F.	B.	5,035
4010 ..do.	Histor. and Antiquarian Soc	1864	Hist ..	O.	C.	Fr.	R.	2,600
4011 ..do.	Public High School	1892	Sch ..	F.	T. D.	Fr.	B.	2,000
4012 Weehawken	Free Public Library	1887	Gen ..	F.	T.	F.	B.	5,683
4013 ..do.	Public School No. 2	1903	Sch...	F.	T. D.	F.	C.	1,324

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	3,826	75,097	\$5,020			\$5,587			Miss J. M. Campbell.....	3951
	10,287	65,545		\$10,000		10,698			G. F. Winchester.....	3952
										3953
200	600	7,000							Nellie Silver.....	3954
	57					80				3955
									Nathalie E. Winsor.....	3956
										3957
										3958
	1,595	45,638		4,489		6,233		\$25,000		3959
	90			120		120			Hower T. Marnette.....	3961
	90	3,513		100		210		500		3962
										3963
	80					60				3964
300										3965
28,800	1,590				\$3,000	3,845	\$64,000		J. H. Dulles.....	3967
50,000	10,181	25,940			5,999	42,575			E. C. Richardson.....	3963
	50								Percy H. Henry.....	3969
100	100								G. B. Duffield.....	3970
3,000	25									3971
	25					70		20,000	P. H. Henry.....	3972
		15,600				300	16,000			3973
50	200	8,000				404			Mrs. Aaron Dean.....	3974
	50	2,830		40		110			Elizabeth Cooper.....	3975
50	369	2,210		20		242			S. V. Arrowsmith.....	3976
150	75	1,500		100		130				3977
	100					615			Lillian Higgins.....	3978
	318	13,460				653			Helen D. Buck.....	3979
	250	6,263				350			Elizabeth B. Campbell.....	3980
	120	7,000		20		65			Emma B. Ver Nooy.....	3982
250	15	3,100								3983
	286	17,140		500		1,300			Henrietta Wolcott.....	3984
	319	9,076					5,000	12,000		3985
75	50	1,946				400			Mrs. De Forest Thomas.....	3986
	30	876		20		20				3987
400	58	1,000		25		261		600	Anna V. Jennings.....	3988
	200					400		10,000	R. M. Anderson.....	3989
	48	2,143		40		40				3990
	396	22,134			50	1,779	1,000	10,000	Roberta F. Watterson.....	3991
5,000										3992
										3993
										3994
	373	4,180		20		41			R. S. Maughan.....	3995
	400									3996
200	200							13,000	Richard J. Carey.....	3997
600	7,916	185,426	12,000		900	22,607	8,210	100,000	Adam J. Strohm.....	3998
						150				3999
1,000	50								Rev. Chas. A. Oppenheim.....	4000
	200				300	300	5,000			4001
										4002
	3,000			8,100		8,100			Henry C. Buchanan.....	4003
									Martha F. Nelson.....	4004
	300									4005
						500				4006
100	22	600				29		500	Eliza Stewart.....	4007
	6								S. S. Herbert.....	4008
	280	18,049		825		1,178			D. O. Kellogg.....	4009
3,200	500					320		1,000	Frank D. Andrews.....	4010
	200			160		310			J. C. Schramm.....	4011
367	242	16,040	1,483			1,483			Ida F. Rogers.....	4012
300	121	3,200		10		25			F. A. Balch.....	4013

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW JERSEY—con.								
4014 Westfield	Public Library	1877	Gen ..	R.	C.	S. Fr.	B.	4,166
4015 West Hoboken	Free Public Library	1897	Gen ..	O.	T.	F.	B.	4,172
4016 do.	Public School	1884	Sch ...	F.	T. D.	Fr.	B.	2,000
4017 do.	St. Michael's Passionist Mon- astery.	1861	Theo.	F.	C.	Fr.	R.	10,000
4018 West Orange	Public High School	1886	Sch ...	F.	T. D.	F.	B.	2,500
4019 Wharton	Post Oram Public Library	1892	Gen ..	F.	C.	F.	B.	1,400
4020 Whippany	Roberts Memorial Library	1893	Gen ..	O.	C.	F.	B.	2,000
4021 Woodbine	Baron de Hirsch Agricul. Sch.	1894	Sch ...	F.	D.	F.	B.	2,155
4022 Woodbridge	Barron Public Library	1877	Gen ..	O.	C.	S. Fr.	B.	4,000
4023 Woodbury	Deptford Inst. Free Library ..	1893	Gen ..	F.	T. D.	F.	B.	5,800
4024 do.	Public High School *	.....	Sch ...	F.	T.	F.	B.	1,000
4025 Woodstown	Pilesgrove Library Association	1858	Gen ..	F.	C.	S.	B.	2,300
NEW MEXICO.								
4026 Albuquerque	Public Library	1901	Gen ..	O.	T.	F.	B.	2,780
4027 do.	University of New Mexico	1892	Col ...	F.	T.	Fr.	B.	5,000
4028 Fort Bayard	Post Library .....	.....	Gar ..	F.	T.	Fr.	B.	1,820
4029 Las Vegas	New Mexico Normal Univ	1888	Sch ...	F.	T.	F.	R.	1,960
4030 do.	Revista Catolica Library	1875	Theo.	O.	C.	Fr.	R.	4,000
4031 Mesilla Park	New Mex. Col. of Agriculture and Mechanic Arts.	1890	Col ...	F.	T.	S. Fr.	B.	9,000
4032 Santa Fe	Loretto Academy *	1885	Sch ...	F.	C.	S.	B.	2,700
4033 do.	Public Library	1895	Gen ..	F.	C.	F.	C.	1,800
4034 do.	St. Michael's College	1859	Sch ...	F.	C.	Fr.	R.	2,300
4035 do.	Territorial Library	1850	Law ..	F.	T.	F.	R.	10,750
4036 Silver City	New Mexico Normal School ..	1896	Sch ...	F.	T.	Fr.	R.	3,251
NEW YORK.								
4037 Adams	Free Library	1900	Gen ..	R.	T. C.	F.	B.	1,627
4038 do.	Public High School	1869	Sch ...	F.	T.	F.	B.	1,000
4039 Addison	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,500
4040 do.	Public Library *	1850	Gen ..	R.	T.	F.	B.	4,000
4041 Afton	Public High School	1870	Sch ...	F.	T.	F.	R.	1,700
4042 Albany	Academy of the Holy Names ..	.....	Sch ...	F.	C.	Fr.	B.	1,375
4043 do.	Albany Academy .....	.....	Sch ...	F.	C.	Fr.	B.	1,100
4044 Albany (155 Wash- ington ave.)	Albany Female Academy .....	.....	Sch ...	F.	C.	Fr.	B.	2,915
4045 Albany	Albany Institute and Histor- ical and Art Society.	1793	Soc ...	O.	C. D.	S.	B.	8,000
4046 do.	Albany Law School	1883	Law ..	F.	C.	Fr.	R.	2,886
4047 do.	Central Young Men's Assoc ..	1833	Gen ..	O.	T. C.	F.	B.	21,899
4048 do.	Christian Brothers' Academy ..	1869	Sch ...	F.	C.	F.	B.	2,700
4049 do.	Court of Appeals	1869	Law ..	F.	T.	Fr.	R.	25,587
4050 do.	Diocesan Lending Library * ..	1890	Theo.	F.	C.	Fr.	C.	1,449
4051 do.	Fem. Acad. of the Sacred Heart	1861	Sch ...	F.	C.	Fr.	R.	3,935
4052 do.	Free Library	1891	Gen ..	O.	T.	F.	B.	6,721
4053 do.	Public School	1870	Sch ...	F.	T.	Fr.	B.	24,580
4054 do.	St. Agnes School	1872	Sch ...	F.	C.	Fr.	B.	4,000
4055 do.	St. Joseph's Academy *	1890	Sch ...	F.	C.	Fr.	B.	1,055
4056 do.	State Law Library	1818	Law ..	F.	T.	F.	R.	70,290
4057 do.	State Library	1818	State ..	F.	T.	Fr.	R.	493,898
4058 do.	State Normal School	1844	Sch ...	F.	T.	Fr.	B.	3,559
4059 do.	Union Free School	1889	Sch ...	O.	T.	F.	B.	10,357
4060 do.	Y. M. Christian Association * ..	1857	Y. M.	F.	C.	S.	B.	5,343
4061 do.	Y. M. C. A. (Railroad Dept.) ..	1885	Y. M.	F.	C.	F.	B.	1,700
4062 do.	Y. W. Christian Association * ..	1888	Y. W.	F.	C.	S.	B.	1,778
4063 Albion	Swan Library	1900	Gen ..	O.	T. D.	F.	B.	8,188
4064 Alden	Free Library	1901	Gen ..	R.	T. C.	Fr.	C.	1,140
4065 Alexander	Union School and Academy ..	1836	Sch ...	F.	T.	F.	B.	1,418
4066 Alfred	Alfred University	1857	Col ...	F.	C.	S. Fr.	B.	15,286
4067 Allegany	St. Bonaventure's College	1859	Col ...	O.	C.	Fr.	R.	8,967
4068 do.	St. Elizabeth's Academy	1882	Sch ...	F.	T. C.	S. Fr.	R.	2,559
4069 do.	Union and High School	1885	Sch ...	F.	T.	F.	B.	1,500
4070 Amawalk	St. Joseph's Normal College * ..	.....	Sch ...	F.	T.	Fr.	B.	3,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets, 10	Volumes added during year, 11	Books issued for home use, 12	Receipts from—			Total income, 16	Permanent en- dowment fund, 17	Value library building, 18	Name of librarian, 19	
			Taxation, 13	Public ap- propria- tion, 14	Productive funds, 15					
	125	4,894				\$777				4014
	270	20,565	\$2,500			2,500			Mrs. L. H. Parker	4015
	40	7,500	40			140			Edith Giles	4016
									F. Bertrand, C. P.	4017
50	200	10,000		\$140		210			E. D. McCollom	4018
	100					128				4019
		250						\$3,000	B. E. Adamson	4020
	100								B. Bogla	4021
		589			\$2,000	2,113	\$80,000	20,000	Anthony Schoder	4022
	200	13,908		250	50	365	6,000		Elizabeth R. Johnson	4023
										4024
	94	2,119		50		134			Miss Cora Ware	4025
	212	16,814	1,000			1,130				4026
	50								Julia D. Broun	4027
		792								4028
	30								Edmund J. Vert	4029
6,000	1,012	4,300	2,300			2,300			Charlotte A. Baker	4030
										4031
8	12									4032
200	40									4033
				600		600			L. Emmett	4034
1,500	350									4035
										4036
	319	6,140		100		353				4037
500	100	200	90	90		180			R. H. Snyder	4038
										4039
	161	6,025	150	150		300				4040
	200		100	100		209			E. L. Elliott	4041
										4042
										4043
										4044
2,000	100	25				1,914	9,475		Cuyler Reynolds	4045
	573								H. W. Van Allen	4046
	2,390	119,041		5,500		5,905			E. Elizabeth Barker	4047
										4048
	213			2,500		2,500			A. S. Brolley	4049
	53	60								4050
800	160									4051
	1,009	30,346	2,800	200		3,303		4,600	Jane Brower	4052
	2,004		608	608		2,688			Celia M. Houghton	4053
	15					50				4054
	4	100								4055
1,200	2,426								Stephen B. Griswold	4056
297,648	17,461	66,888		99,853		99,853			Melvil Dewey	4057
										4058
600	1,000	78,420		3,100	500	3,900		100,000	Maude C. O'Hagan	4059
	288	8,740		200		1,693				4060
	100	2,500				350			J. L. B. Sunderlin	4061
	90					27	150			4062
300	624	28,552	800	100	800	1,861	15,000	15,000	Lillian A. Achilles	4063
	288	2,161		100		324			Ellen A. Parker	4064
250	150								Thos. L. Bump	4065
8,701	476	5,617		100		1,208			Edward M. Tomlinson	4066
								30,000	Philip J. Waldmann	4067
	136			210		260			Sister M. Caroline	4068
	150		50	50		100			Julia V. Torrey	4069
										4070

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulation, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4071	Amityville.....	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
4072	Amsterdam.....	Free Library	1891	Gen.	O.	T.	F.	B.	5,674
4073	.....do.....	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,500
4074	.....do.....	St. Mary's Catholic Institute.....	1878	Sch...	F.	C.	S.	B.	3,200
4075	Andes.....	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
4076	Andover.....	Free Library	1900	Gen.	F.	T. D.	F.	B.	1,255
4077	Angelica.....	.....do.....	1827	Gen.	O.	T. D.	F.	B.	4,290
4078	Annandale.....	St. Stephen's College.....	1860	Col.	O.	C.	Fr.	B.	18,000
4079	Arcade.....	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,400
4080	Attica.....	Public High School .....	.....	Sch...	F.	T.	F.	B.	2,055
4081	.....do.....	Stevens Memorial Library.....	1894	Gen.	O.	D.	F.	R.	7,817
4082	Auburn.....	Academic High School.....	.....	Sch...	F.	T.	Fr.	R.	1,700
4083	.....do.....	Auburn Prison.....	1841	Asy...	F.	T.	Fr.	B.	5,000
4084	.....do.....	Free Lib. of Women's Educa- tional and Industrial Union.....	1886	Gen.	F.	C.	Fr.	B.	1,200
4085	.....do.....	Scymour Library.....	1876	Gen.	O.	T. D.	F.	B.	17,000
4086	.....do.....	Theological Sem. (Dodge- Morgan Library).....	1821	Theo.	O.	C.	F.	B.	28,671
4087	.....do.....	Y. M. C. A. Library *.....	.....	Y. M.	F.	C.	Fr.	B.	1,000
4088	Aurora.....	Cayuga Lake Academy.....	1788	Sch...	F.	C.	Fr.	B.	3,127
4089	.....do.....	Public Library *.....	1897	Gen.	R.	T. C.	F.	B.	1,400
4090	.....do.....	Wells College.....	1868	Col.	F.	C.	Fr.	B.	11,155
4091	.....do.....	Wells School.....	.....	Sch...	F.	C.	Fr.	B.	1,500
4092	Avon.....	Public High School	1881	Sch...	F.	T.	Fr.	B.	1,453
4093	Babylon.....	Public High School	1892	Sch...	F.	T.	Fr.	B.	1,800
4094	.....do.....	Public Library.....	.....	Gen.	R.	C.	S. Fr.	B.	2,000
4095	Bainbridge.....	Public High School	1873	Sch...	F.	T.	F.	B.	1,504
4096	Baldwinsville.....	Free Academy.....	1868	Sch...	F.	T.	Fr.	B.	1,700
4097	Ballston Spa.....	Ballston Public Library.....	1893	Gen.	F.	T.	F.	B.	1,685
4098	.....do.....	Public School.....	.....	Sch...	F.	T.	Fr.	R.	2,570
4099	.....do.....	Saratoga County Law Library.....	1813	Law	F.	T.	F.	R.	2,200
4100	Barneveld.....	Library Association.....	1877	Gen.	O.	C.	S. Fr.	B.	2,966
4101	Batavia.....	N. Y. State Sch. for the Blind.....	1867	Asy...	F.	T.	Fr.	B.	6,027
4102	.....do.....	St. Joseph's Academic School.....	.....	Sch...	F.	C.	Fr.	B.	1,000
4103	.....do.....	Union School (Dist. No. 2).....	1853	Sch...	O.	T. D.	F.	B.	12,854
4104	Bath.....	Davenport Library.....	1889	Gen.	O.	D.	F.	B.	8,000
4105	.....do.....	Soldiers and Sailors' Home Library.....	1875	State.	F.	T.	F.	B.	7,000
4106	Bay Shore.....	Public High School .....	.....	Sch...	F.	T.	F.	B.	1,530
4107	Beedes.....	Keene Heights Library Club.....	1888	Soc.	O.	C.	S.	B.	1,703
4108	Belfast.....	Public School *.....	.....	Sch...	F.	T.	F.	B.	1,053
4109	Belleville.....	Union Academy.....	1836	Sch...	F.	T. C.	F.	B.	2,640
4110	Belmont.....	Free Lib. of Lit. and Hist. Soc.....	1893	Gen.	O.	T. C.	F.	B.	3,709
4111	.....do.....	Public High School	1888	Sch...	F.	T.	F.	B.	1,571
4112	Bergen.....	Public High School	1893	Sch...	F.	T.	F.	B.	1,300
4113	Binghamton.....	Central High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
4114	.....do.....	City School.....	1861	Sch...	F.	T.	F.	B.	12,282
4115	.....do.....	Lady Jane Grey School.....	.....	Sch...	F.	C.	Fr.	B.	2,000
4116	.....do.....	Library Assoc. and Y. M. C. A.....	1874	Y. M.	O.	C.	S. Fr.	B.	5,000
4117	.....do.....	St. Joseph's Academy.....	.....	Sch...	F.	C.	Fr.	B.	1,000
4118	.....do.....	Supreme Court.....	1839	Law	F.	T.	F.	R.	11,800
4119	Bolivar.....	Free Library.....	1897	Gen.	R.	T. D.	F.	C.	2,129
4120	Bolton Landing.....	Bolton Free Library.....	1900	Gen.	O.	T. C.	F.	B.	1,259
4121	Boonville.....	Erwin Library and Institute.....	1890	Gen.	O.	T. C.	F.	B.	3,879
4122	Brentwood.....	Public School.....	1880	Sch...	F.	T.	F.	B.	1,001
4123	Brewster.....	Brewster Library.....	1899	Gen.	R.	T.	F.	B.	1,550
4124	Bridgehampton.....	Hampton Library.....	1876	Gen.	O.	C.	S. Fr.	B.	6,007
4125	Bristol.....	Free Library.....	1900	Gen.	R.	T. C.	F.	B.	1,000
4126	Brockport.....	Free Library.....	1901	Gen.	O.	C.	F.	C.	1,200
4127	.....do.....	Normal School.....	1866	Sch...	F.	T.	Fr.	B.	6,664
4128	Bronxville.....	Public School.....	1881	Sch...	F.	T.	F.	B.	1,900
4129	Brooklyn.....	Adelphi College.....	1869	Col.	F.	C.	Fr.	B.	9,178
4130	Brooklyn (1143 Bedford ave.).....	Bedford Circulating Library.....	1877	Gen.	R.	C.	S. Fr.	C.	6,000
4131	Brooklyn (183-185 Lincoln place).....	Berkeley Institute.....	1886	Sch...	F.	C.	S.	B.	2,685
4132	Brooklyn (36 Mon- roe place).....	Bodman School.....	.....	Sch...	F.	C.	Fr.	B.	1,000

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4123	Brooklyn (Marcy and Putnam aves.).	Boys' High School.....	1893	Sch...	F.	T.	Fr.	B.	5,314
4134	Brooklyn (329 Franklin ave.).	Brooklyn College of Pharmacy.*	1890	Col...	R.	C.	Fr.	R.	1,500
4135	Brooklyn (185 Brooklyn ave.).	Brooklyn Institute of Arts and Sciences.	1821	Sci....	F.	T.	F.	R.	22,996
4136	.....do.....	Children's Museum	1900	Sci....	F.	T. C.	F.	R.	2,986
4137	Brooklyn (court-house).	Brooklyn Law School	1900	Law ..	F.	C.	Fr.	R.	1,000
4138	Brooklyn (26 Brevoort place).	Brooklyn Public Library ^a	1897	Gen ..	O.	T.	F.	B.	328,600
4139	Brooklyn (170 Remsen st.).	Church Club of the Diocese of Long Island.	1894	Theo ..	F.	C.	F.	R.	3,000
4140	Brooklyn (South Third st. and Driggs ave.).	Eastern District High School.....	.....	Sch...	F.	T.	Fr.	B.	4,018
4141	Brooklyn (bldg. No. 23, navy-yard).	Equipment department of navy-yard.	1890	Govt..	F.	T.	Fr.	B.	20,000
4142	Brooklyn (Flatbush ave.).	Erasmus Hall High School ...	1787	Sch...	F.	T.	F.	B.	4,526
4143	Brooklyn (Berry st. near S. 2d st.).	Father Malone Free Library ..	1895	Sch...	O.	C.	F.	C.	3,200
4144	Brooklyn (209 Clinton ave.).	Female Institute of the Visitation.	1855	Sch...	F.	C.	Fr.	B.	3,700
4145	Brooklyn (98 S. Elliott place).	Free Library and Reading Room of the Brooklyn Society of the New Church.	1875	Theo ..	R.	C.	F.	B.	2,000
4146	Brooklyn (Nostrand ave.).	Girls' High School	1886	Sch...	F.	T.	Fr.	B.	5,093
4147	Brooklyn (50 Monroe place).	Hall's (Miss) School* .....	.....	Sch...	F.	C.	Fr.	B.	1,800
4148	Brooklyn (Pitkin ave. and Watkins st.).	Hebrew Educational Society.	1899	Soc ...	R.	C.	F.	B.	5,690
4149	Brooklyn (court-house).	Law Library in Brooklyn (including second judicial district).	1850	Law ..	F.	T. C.	S. Fr.	R.	26,606
4150	Brooklyn (Pierrepoint and Clinton sts.).	Long Island Historical Society	1863	Hist ..	O.	C.	S.	R.	67,869
4151	Brooklyn (76 Court st.).	Manual Training High School	1895	Sch...	F.	T.	Fr.	B.	3,385
4152	Brooklyn (1313 Bedford ave.).	Medical Society of the county of Kings.	1845	Med ..	O.	C.	F.	B.	60,000
4153	Brooklyn (170 Joralemon st.).	Packer Collegiate Institute...	1853	Col ...	F.	C.	Fr.	B.	8,565
4154	Brooklyn (Livingston st. near Court st.).	Polytechnic Institute (Spicer Memorial Library).	1891	Col ...	F.	C.	Fr.	B.	8,000
4155	Brooklyn (215 Ryerson street).	Pratt Institute Free Library..	1888	Gen ..	O.	C.	F.	B.	77,126
4156	Brooklyn (Flatbush ave. and Kings Highway).	Public School (No. 119)* .....	.....	Sch...	F.	T.	F.	B.	1,060
4157	Brooklyn (525 Clinton ave.).	Rounds' (Miss) School for Girls.	.....	Sch...	F.	C.	Fr.	B.	1,500
4158	Brooklyn (300 Baltic st.).	St. Francis College	1884	Col ...	F.	C.	Fr.	R.	4,200
4159	Brooklyn (64 Johnson st.).	St. James Academy	1869	Sch...	F.	C.	Fr.	B.	1,200
4160	Brooklyn (Wilmington ave., cor. Lewis ave.).	St. John's College (Hartnett Free Library).	1894	Col ...	F.	T. D.	F.	B.	3,611
4161	.....do.....	Theological Seminary.....	.....	Theo ..	F.	C.	Fr.	R.	3,358

* Statistics of 1900.

^a Including 22 branches.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW YORK—CON.								
4162 Brooklyn (922 St. Mark ave.).	St. John's Orphan Home	1870	Asy...	F.	C.	F.	B.	1,200
4163 Brooklyn (Ninth st. and Fourth ave.).	St. Thomas Aquinas Academy	1895	Sch...	F.	C.	Fr.	B.	1,300
4164 Brooklyn	Training School for Teachers.	1885	Sch...	F.	T.	Fr.	B.	1,500
4165 Brooklyn (502 Fulton st.).	Young Men's Christian Association.	1853	Y. M. ...	F.	C.	S. Fr.	B.	18,133
4166 Brooklyn (Schermerhorn st. and Flatbush ave.).	Young Women's Christian Association.	1888	Y. W. ...	F.	C.	S. Fr.	B.	11,070
4167 Buffalo (749 Washington st.).	Academy of the Sacred Heart.	1894	Sch...	F.	C.	S.	B.	2,300
4168 Buffalo (Delaware ave.).	Buffalo Club.....	1890	Soc...	O.	C.	S.	R.	1,200
4169 Buffalo	Buffalo Historical Society	1862	Hist...	F.	C.	F.	R.	12,000
4170 Buffalo	Buffalo Seminary	1850	Sch...	F.	C.	Fr.	R.	2,500
4171 Buffalo (3, 4, and 5 White Bldg.).	Buffalo Society of Natural Sciences.	1861	Sci...	F.	C.	Fr.	R.	4,558
4172 Buffalo (Ellicott st.).	Buffalo Turnverein	1853	Soc...	F.	C.	S.	C.	1,000
4173 Buffalo	Canisius College.....	1871	Col...	F.	C.	S.	B.	24,562
4174 Buffalo (Main and Virginia sts.).	Catholic Institute	1867	Sch...	O.	C.	S. Fr.	B.	11,206
4175 Buffalo	Central High School.....	1858	Sch...	F.	T.	Fr.	R.	4,098
4176 Buffalo	City Train. Sch. for Teachers.	.....	Sch...	F.	T.	Fr.	B.	1,000
4177 Buffalo	Eric Railroad Library Assoc.	1874	Soc...	F.	C.	S. Fr.	B.	4,000
4178 Buffalo	Franklin School.....	.....	Sch...	F.	C.	Fr.	B.	1,246
4179 Buffalo (869 Main st.).	German Young Men's Association.	1841	Gen...	R.	C.	S. Fr.	B.	8,200
4180 Buffalo	Grosvenor Library.....	1859	Gen...	O.	T.	F.	R.	63,725
4181 Buffalo	Guard of Honor*.....	1868	Soc...	O.	C.	S.	C.	2,000
4182 Buffalo (40 Wohler's ave.).	Hargari Library (Dist. Erie D. O. H.)	1885	Soc...	R.	C.	S.	B.	1,014
4183 Buffalo	Heathcote School .....	.....	Sch...	F.	C.	Fr.	B.	1,300
4184 Buffalo (320 Porter ave.).	Holy Angel's Academy Alumnae Association.	1882	Sch...	F.	C.	S.	B.	2,835
4185 Buffalo	Inst. of the Sisters of St. Jos. ...	1891	Sch...	F.	C.	S.	C.	1,350
4186 Buffalo	John C. Lord Library .....	.....	Gen...	F.	T. C.	F.	R.	10,262
4187 Buffalo (room 23, city hall).	Law Library of eighth judicial district.	1863	Law...	F.	T.	F.	B.	18,000
4188 Buffalo	Lutheran Young Men's Assoc.	1873	Soc...	R.	C.	Fr.	B.	3,000
4189 Buffalo (154 Maple st.).	Martin Luther Seminary	1854	Theo...	F.	C.	Fr.	R.	1,347
4190 Buffalo	Masten Park High School....	1897	Sch...	F.	T.	F.	B.	1,720
4191 Buffalo (286 Dearborn st.).	North Buffalo Catholic Association.	1886	Gen...	O.	C.	S. Fr.	C.	1,850
4192 Buffalo (348 Porter ave.).	Oblate Fathers' Library.....	1851	Theo...	O.	C.	Fr.	B.	5,387
4193 Buffalo (Broadway).	Polish Library.....	1889	Gen...	R.	C.	S.	C.	2,300
4194 Buffalo	Public Library	1837	Gen...	O.	T.	F.	B.	205,000
4195 Buffalo (1238 Main st.).	St. Joseph's College	1870	Sch...	R.	C.	S.	B.	2,540
4196 Buffalo (561 Franklin st.).	St. Margaret's School	1884	Sch...	F.	C.	Fr.	R.	1,025
4197 Buffalo (20 Rich st.).	St. Mary of Sorrows Church..	1890	Soc...	F.	C.	Fr.	B.	2,020
4198 Buffalo (651 Washington st.).	St. Michael's Church.....	1875	Sch...	F.	C.	S.	C.	2,500
4199 Buffalo (Delaware ave.).	Saturn Club	1895	Soc...	F.	C.	Fr.	R.	1,200
4200 Buffalo (Central H. S. Bldg.).	Sherman Jewett Williams Memorial Library.	1854	Sch...	F.	D.	Fr.	B.	1,276
4201 Buffalo (Jersey and 14th st.).	State Normal School	1870	Sch...	F.	T.	Fr.	R.	3,102
4202 Buffalo (24 High st.).	University of Buffalo, Medical Library.	1845	Med...	F.	C.	F.	R.	6,617

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
575	50					\$25			Sister St. Mark	4162
									Sister M. Camilla.....	4163
										4164
2,000	611	16,755								4165
	684	16,845							Fanny D. Fish.....	4166
	62	1,845				42			Sister M. Paula.....	4167
	100					500				4168
5,000	1,200									4169
	51								Philip S. Smith.....	4170
										4171
500										4172
300	320					551			Francis S. Betten.....	4173
300	533	24,441				9,401			Marie X. Sevasco.....	4174
	80									4175
										4176
300	200	10,000							Sue Dana Woolley.....	4177
										4178
50	25	4,500			\$1,100	1,280			Fr. Frankenstein.....	4179
4,669	2,586			\$19,388	1,828	21,216	\$30,000	\$100,000	E. P. Van Duzee.....	4180
										4181
63	40	1,438				81				4182
										4183
500	30									4184
15	40					20				4185
				500		500				4186
	875			7,153		7,153			Ralph Stone.....	4187
400	2	300							Chas. G. Walbert.....	4188
219	24									4189
	128			\$36		336			Myrtilla M. Constantine.	4190
50	80	1,900			1,275	1,486		9,000	Joseph B. Sander.....	4191
320	350				150	150			Rev. C. J. Sloan.....	4192
300	400	5,916				369			Frank Lukaszewicz.....	4193
18,060	22,300	1,094,424	\$78,116	1,327	4,512	87,805	103,000	1,000,000		4194
300	40	2,340				39			Brother Claudius.....	4195
	5	150								4196
	500								Anthony Heiter.....	4197
200	50	800				135			Rev. Jos. Faber, S. J.....	4198
										4199
108	247	126				424	5,000		Mary M. Wardwell.....	4200
										4201
120	90									
33,500	362						3,000		Emma L. Chappell.....	4202

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—con.								
4203	Buffalo (86 Dela- ware ave.).	Women's Educational and In- dustrial Union (Mary A. Ripley Library).	1884	Soc...	F.	C.	F.	B.	1,780
4204	Buffalo.....	Y. M. C. A.....	1852	Y. M.	F.	C.	S. Fr.	B.	7,081
4205	Burdett.....	Public School.....	1887	Sch...	F.	T.	F.	B.	1,709
4206	Cambridge.....	Union School.....	1802	Sch...	F.	T.	F.	B.	5,068
4207	Camden.....	Free Library.....	1891	Gen...	F.	T. C.	F.	B.	2,982
4208	.....do.....	Public High School.....	1900	Sch...	F.	T.	Fr.	R.	1,821
4209	Canaan Four Cor- ners.	Canaan Public Library.....	1892	Gen...	F.	T. C.	F.	B.	1,291
4210	Canajoharie.....	Public High School.....	.....	Sch...	F.	T.	F.	B.	3,543
4211	Canandaigua.....	Granger Place School.....	1876	Sch...	F.	C.	Fr.	B.	1,750
4212	.....do.....	Union School and Academy*.	1795	Sch...	F.	T.	F.	B.	3,500
4213	.....do.....	Wood Library.....	1868	Gen...	F.	T. C.	F.	B.	3,600
4214	Canastota.....	Public High School.....	.....	Sch...	F.	T.	Fr.	R.	1,589
4215	.....do.....	Public Library.....	1896	Gen...	O.	T. D.	F.	B.	3,480
4216	Canton.....	Free Library.....	1896	Gen...	F.	T.	F.	B.	3,828
4217	.....do.....	St. Lawrence Univ. (Herring Library.)	1856	Col...	O.	C.	Fr.	B.	18,000
4218	Carmel.....	Drew Seminary for Young Women.	1851	Sch...	F.	C.	Fr.	B.	2,724
4219	.....do.....	Literary Union.....	1881	Soc...	R.	C.	F.	B.	1,944
4220	Carthage.....	Public High School.....	1866	Sch...	F.	T.	F.	B.	1,200
4221	Catskill.....	Public High School.....	1869	Sch...	F.	T.	Fr.	B.	1,125
4222	.....do.....	Public Library.....	1893	Gen...	O.	T.	F.	B.	5,179
4223	Cattaraugus.....	Public High School.....	1887	Sch...	F.	T.	F.	C.	1,800
4224	Cazenovia.....	Cazenovia Seminary.....	1825	Sch...	F.	C.	Fr.	R.	3,513
4225	.....do.....	Public Library Society.....	1886	Gen...	F.	C.	F.	B.	8,385
4226	Ceylon.....	Glen Haven Public School.....	1893	Sch...	F.	T. D.	F.	B.	1,261
4227	Champlain.....	Public High School.....	1887	Sch...	F.	T.	F.	B.	1,600
4228	Charlotte.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,125
4229	Chateaugay.....	Public High School.....	1890	Sch...	F.	T.	F.	B.	2,987
4230	Chatham.....	Public High School.....	1883	Sch...	F.	T.	Fr.	B.	5,000
4231	Chester.....	Union Free School.....	1842	Sch...	F.	T.	Fr.	B.	1,250
4232	Chittenango.....	Public High School.....	1873	Sch...	F.	T.	Fr.	R.	4,018
4233	Churchville.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,000
4234	Clarence.....	Parker High School.....	1857	Sch...	F.	T.	F.	B.	2,000
4235	Claverack.....	Free Library and Reading Room.	1892	Gen...	O.	T. C.	F.	B.	2,103
4236	.....do.....	Hudson River Institute.....	1854	Sch...	F.	C.	Fr.	B.	1,650
4237	Clifton Springs.....	Clifton Springs Sanitarium.....	1853	Gen...	F.	C.	F.	B.	4,000
4238	.....do.....	Pierce Library.....	1885	Gen...	F.	C.	S. Fr.	B.	1,655
4239	.....do.....	Public High School.....	1894	Sch...	F.	T.	Fr.	B.	1,686
4240	Clinton.....	Hamilton College.....	1812	Col...	O.	T. C.	Fr.	B.	43,340
4241	.....do.....	Houghton Seminary.....	1861	Sch...	F.	C.	F.	B.	2,380
4242	.....do.....	Kirkland Town Library.....	1901	Gen...	O.	C.	F.	B.	1,700
4243	Clinton.....	Public High School.....	1891	Sch...	F.	T.	Fr.	B.	2,272
4244	Clyde.....	Public High School.....	.....	Sch...	F.	T.	F.	B.	2,500
4245	Cobleskill.....	Public High School.....	1890	Sch...	F.	T.	F.	B.	2,000
4246	Cohoes.....	Egberts High School.....	1883	Sch...	F.	T.	Fr.	B.	1,434
4247	.....do.....	Public School.....	1856	Sch...	F.	T.	F.	B.	3,800
4248	Coldspring.....	Haldane High School.....	1889	Sch...	F.	T.	F.	B.	2,700
4249	Cooperstown.....	Public High School.....	1869	Sch...	F.	T.	F.	B.	3,764
4250	Copenhagen.....	Public High School.....	1890	Sch...	F.	T.	F.	B.	2,351
4251	Corinth.....	Public High School.....	1890	Sch...	F.	T.	F.	B.	1,285
4252	Corning.....	Free Academy.....	1859	Sch...	F.	T.	Fr.	R.	2,803
4253	.....do.....	Free Library.....	1873	Gen...	F.	T.	F.	B.	8,848
4254	.....do.....	North Side High School.....	.....	Sch...	F.	T.	Fr.	B.	1,063
4255	Cornwall-on-Hud- son.	New York Military Academy.....	1889	Sch...	F.	C.	Fr.	B.	5,589
4256	.....do.....	Public High School.....	1894	Sch...	F.	T.	Fr.	R.	1,397
4257	.....do.....	Public Library.....	1900	Gen...	F.	T.	F.	B.	2,486
4258	Corona.....	Public School.....	.....	Sch...	F.	T.	F.	B.	1,100
4259	Cortland.....	Franklin Hatch Lib. Assoc.....	1886	Gen...	O.	C.	S. Fr.	B.	4,630
4260	.....do.....	State Nor. and Training Sch.....	1867	Sch...	F.	T.	Fr.	R.	8,817
4261do.....	Union School.....	1894	Sch...	F.	T.	Fr.	B.	1,750
4262	Coxsackie.....	Public High School.....	1837	Sch...	F.	T.	F.	B.	1,340

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States of 1,000 volumes and over in 1903—Continued.

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			Taxation.	Public appropriation.	Productive funds.				
19	11	12	13	14	15	16	17	18	19
	38			\$30		\$91			Mrs. Gracia S. Benedict . 4203
200	429	13, 074							Wm. B. Van Scoter 4204
	50		\$50	50		100			4205
	219	8, 876	200	100		366			Ethel Law 4206
700	246	12, 448		100		460			Annie More 4207
50	306		200	200		400			E. S. Babcock 4208
	163	1, 500	25	50		110			Jennie Abel 4209
125	201	3, 741	148	110		280			Ernest E. Smith 4210
300	906	7, 045	950	550		1, 500			4211
	255	17, 364		500	\$177	763	\$4, 000		Sara N. Lee 4212
150	75		49	25		74			Geo. H. Ottaway 4213
150	218	10, 580	1, 000	100		1, 872		\$12, 000	Julia M. Perkins 4214
	338	23, 734		500		700			Josephine Paige 4215
	847	233			50	705	1, 000		Minnie A. D. Hulett 4216
500	66					20			4217
200	22	820				40			Clayton Ryder 4218
300	10	400							Mrs. Hattie A. Merrill 4219
	447	29, 666	1, 800	100	210	2, 275	6, 200	20, 000	Emily F. Becker 4220
200	50	500	53	30		83			4221
400	30								4222
5, 000	1, 138	16, 188	200	200		1, 428			J. H. Ten Eyck Burr 4223
227	64	1, 698		45		104			Anna E. Sweeney 4224
	75		100	100		200			M. R. Waterman 4225
	147	147	114	75		189			Leon E. Grady 4226
238	132	500	67	40		107			Maude L. Smith 4227
500	25	500	25	25		100			W. M. Fort 4228
50	23	1, 050				11			Nettie C. Read 4229
	344	2, 425		77		339		2, 000	Delia W. Shaw 4230
	200					200			S. H. Adams 4231
	25	1, 575					500		C. N. Meserve 4232
	161		50	50		100			K. L. Thompson 4233
33, 405	813	5, 079		200	335	2, 135	7, 300	50, 000	M. M. Post 4234
1, 000									A. G. Benedict 4235
150	717	5, 919				571		3, 000	Cornelia B. Kilbourn 4236
154	226	1, 658	271	110		385			Addie Watson 4237
	212	1, 680	119	100		219			H. N. Tolman 4238
	280	1, 630		255		312			Ethel E. France 4239
100	206	17, 345		900		900			Elmer E. Bell 4240
150	50	2, 450	25	6		31			O. Montrose 4241
	76	8, 000	25	175	150	357	1, 000		Antoinette Abrams 4242
350	81	1, 200	55	50		105			M. L. Hungerford 4243
50	00	2, 200	85	85		170			A. M. Hollister 4244
	15								Leigh R. Hunt 4245
	190	10, 788							4246
650	65	4, 700							4247
50	160	450	58	58		116			Fred. C. White 4248
	102	4, 167	100	45		162			Leonora Pope 4249
50		800		240		240			Blanche L. Babcock 4250
	130	8, 688			400	858	10, 000		Mary E. Hubbard 4251
	376			500		500			F. R. Parker 4252
150	150	1, 000	200	65		265			F. E. Smith 4253
150	40	350	30			30			Geo. W. Fairgrieve 4254

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. C: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW YORK—CON.								
4263	Crownpoint.....	Hammond Library.....	1883	Gen..	R..	T..	F..	B.. 1,870
4264	Cuba.....	Circulating Library Assoc.....	1900	Gen..	R..	T..	F..	B.. 2,674
4265	Dansville.....	Public Library.....	1893	Gen..	R..	T..	F..	B.. 4,681
4266	Delhi.....	Delaware Co. Supreme Court.....	1880	Law..	F..	T..	Fr..	B.. 10,003
4267	.....do.....	Free Library.....	1902	Gen..	F..	T. D..	F..	B.. 1,463
4268	Deposit.....	Public High School.....	1870	Sch..	F..	T..	Fr..	B.. 3,000
4269	Dobbs Ferry.....	Free Circ. Lib. of W. C. T. U.....	.....	Gen..	F..	C..	S. Fr..	C.. 1,400
4270	.....do.....	Mackenzie School.....	.....	Sch..	F..	C..	Fr..	B.. 2,000
4271	.....do.....	Masters' (Misses) School.....	1877	Sch..	F..	C..	Fr..	R.. 2,500
4272	.....do.....	Westminster School*.....	.....	Sch..	F..	C..	F..	B.. 1,300
4273	Dolgeville.....	Public Library.....	1890	Gen..	F..	C..	F..	B.. 1,000
4274	Dryden.....	Southworth Library.....	1888	Gen..	O..	T. C..	F..	B.. 8,624
4275	Dunkirk.....	Brooks Memorial Library.....	1899	Gen..	F..	T. C..	F..	B.. 5,700
4276	.....do.....	Public High School.....	1850	Sch..	F..	T..	Fr..	B.. 3,000
4277	.....do.....	St. Mary's Academic School.....	1894	Sch..	F..	C..	Fr..	R.. 3,680
4278	East Aurora.....	Public High School.....	1883	Sch..	F..	T..	F..	B.. 4,000
4279	East Bloomfield.....	Public High School.....	1840	Sch..	F..	T..	F..	B.. 2,000
4280	East Chatham.....	Public Library.....	1893	Gen..	F..	T..	F..	B.. 1,456
4281	Easthampton.....	Free Library.....	1897	Gen..	F..	C..	S. Fr..	B.. 2,970
4282	East Syracuse.....	Public High School.....	1837	Sch..	F..	T..	Fr..	B.. 2,700
4283	Elizabethtown.....	Circulating Library.....	1882	Gen..	O..	T. C..	F..	B.. 2,400
4284	Ellenville.....	Public High School.....	.....	Sch..	F..	T..	Fr..	B.. 1,506
4285	.....do.....	Public Library.....	1893	Gen..	R..	T..	F..	B.. 4,041
4286	Ellicottville.....	Public High School (Harmon Library).....	1890	Sch..	F..	T..	F..	B.. 1,500
4287	Ellington.....	Public High School.....	1856	Sch..	F..	T..	Fr..	B.. 1,200
4288	Elmira.....	Elmira College.....	1855	Col..	F..	C..	Fr..	B.. 5,191
4289	Elmira (1157 Hoff- man st.).....	Farmers Club*.....	1869	Soc..	F..	C..	Fr..	B.. 1,000
4290	Elmira.....	Free Academy.....	1876	Sch..	F..	T..	Fr..	B.. 3,404
4291	.....do.....	State Reformatory.....	1876	Asy..	F..	T..	F..	B.. 5,006
4292	.....do.....	Steele Memorial Library.....	1899	Gen..	O..	T. C..	F..	B.. 8,903
4293	.....do.....	Y. M. C. A. Library.....	.....	Y. M. F..	O..	C..	S. Fr..	B.. 1,000
4294	Essex.....	Free Library.....	1899	Gen..	O..	T. D..	F..	B.. 1,556
4295	Fairport.....	Public Library.....	1895	Gen..	R..	T..	F..	B.. 2,162
4296	Far Rockaway.....	Public High School.....	.....	Sch..	F..	T..	Fr..	B.. 1,309
4297	Fayetteville.....	Public High School.....	.....	Sch..	F..	T..	F..	B.. 2,006
4298	Fillmore.....	Wide Awake Club.....	1897	Soc..	O..	T. C..	F..	B.. 1,230
4299	Fishkill-on-Hud- son.....	Mount Beacon Military Acad.....	.....	Sch..	F..	C..	Fr..	B.. 1,000
4300	.....do.....	Wilson School for Boys.....	.....	Sch..	F..	C..	Fr..	B.. 2,006
4301	Flushing.....	Flushing Seminary*.....	.....	Sch..	F..	C..	F..	B.. 1,404
4302	.....do.....	Public High School.....	1850	Sch..	F..	T..	Fr..	B.. 3,813
4303	.....do.....	St. Joseph's Academy*.....	1874	Sch..	F..	C..	S..	B.. 1,800
4304	Fonda.....	Public High School.....	1897	Sch..	F..	T..	F..	B.. 2,000
4305	Forestport.....	Literary and Social Union.....	1896	Gen..	O..	T. C..	F..	B.. 1,131
4306	Forestville.....	Public High School.....	1867	Sch..	F..	T..	F..	B.. 1,465
4307	Fort Edward.....	Collegiate Institute.....	1854	Sch..	F..	C..	F..	R.. 1,250
4308	.....do.....	Public School.....	1870	Sch..	F..	T..	F..	B.. 2,800
4309	Fort Plain.....	Free Library*.....	1885	Gen..	R..	T..	F..	C.. 1,362
4310	.....do.....	Liberal Institute*.....	1831	Sch..	F..	C..	F..	B.. 2,506
4311	.....do.....	Public High School.....	.....	Sch..	F..	T..	Fr..	B.. 1,100
4312	Frankfort.....	Free Library.....	1900	Gen..	R..	C..	F..	B.. 2,258
4313	.....do.....	Public School*.....	.....	Sch..	F..	T..	Fr..	C.. 1,200
4314	Franklin.....	Delaware Literary Institute.....	1835	Sch..	F..	C..	Fr..	B.. 2,000
4315	Fredonia.....	Darwin R. Barker Library.....	1875	Gen..	O..	T..	F..	B.. 7,316
4316	.....do.....	State Normal School*.....	1867	Sch..	F..	T..	F..	R.. 2,275
4317	.....do.....	Union School.....	.....	Sch..	F..	T..	Fr..	R.. 1,049
4318	Freeport.....	Public Library.....	1896	Gen..	F..	T..	F..	B.. 2,700
4319	Friendship.....	Free Library.....	1898	Gen..	R..	T. C..	F..	B.. 3,262
4320	.....do.....	Public High School*.....	.....	Sch..	F..	T..	F..	B.. 1,006
4321	Fulton.....	Public High School.....	.....	Sch..	F..	T..	F..	R.. 1,633
4322	.....do.....	Public Library.....	1895	Gen..	R..	T. D..	F..	B.. 4,588
4323	Fultonville.....	Public High School*.....	.....	Sch..	F..	T..	Fr..	B.. 1,085
4324	.....do.....	Starin Library.....	1888	Gen..	O..	D..	F..	B.. 2,017
4325	Garden City.....	St. Mary's Cathedral School.....	1872	Sch..	F..	C..	S..	R.. 5,000
4326do.....	St. Paul's School (Robert Craig Rose Library).....	1883	Sch..	F..	C..	S. Fr..	B.. 1,517

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			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
357	223	119							Elizabeth C. Murdock...	4263
	300	8,341	\$200	\$100		\$346	\$1,500		Allen C. Prescott...	4264
	1	23,305	500	100		636			Miss S. M. Parker...	4265
	463	2,500	125	350		900	1,500		M. E. Clark...	4266
200	125	2,500	200	200		400	2,500		O. W. Wood...	4267
48	60								W. L. Harris...	4268
	100								Margaret E. Pearce...	4269
	6	100								4270
	240	12,000		200	\$160	1,200	15,000	\$15,000	James Eggenberger...	4271
	525	34,590	1,250	100		1,605			Lillian Mirick...	4272
	10	630		75		75			Carrie M. Monchow...	4273
70	240	900				22			Kathryn E. Desmond...	4274
500	75	5,636				30			Sister M. Isabella...	4275
100	50	1,200		30		71			Jessie M. Chase...	4276
	67	1,150	45	25		287	4,500		F. Bird Jones...	4277
	240	6,780				228			Staunton B. Smith...	4278
	114	1,650	150	76		245			Ettie C. Hedges...	4279
	75	3,500		100					M. Lillian Ryder...	4280
	303	28,931	700	100		819			Mary E. Hale...	4281
	162								Retta L. Russell...	4282
	30	650	25	25		50				4283
	120	480			125	225	4,750		E. A. Reuther...	4284
									Norma Mackay...	4285
	96			200		200				4286
	300	78,000							Elizabeth S. Brown...	4287
	619	44,194		2,100		5,130		50,000	A. E. Upham...	4288
									Kate Deane Andrew...	4289
	320	5,000		100		242		800	P. H. Boyle...	4290
75	168	7,661	200	80		326			Nettie I. Reynolds...	4291
										4292
75	50	3,000	45	25		70			D. B. Williams...	4293
75	60	1,952		50		285		700	Mary E. Crowley...	4294
										4295
240	282	980								4300
	200					300			Jean Ely...	4301
	65	631	25	25		50				4302
	144	2,206		75		210		1,500	Mabel Dudley...	4303
300	52	1,820	50	50		100			Frank Connors...	4304
250	60	350				100			A. C. Anderson...	4305
100	185	5,000	150	100		250			Miss A. Hoyt...	4306
			200	164		830			Helen F. Young...	4307
						12				4308
58	356	7,885		100		479				4309
200	100	1,200	50	50		100			Minnie H. Cleland...	4310
										4311
	415	30,085		600	50	1,331	1,800	11,000	Isabelle B. Greene...	4312
300	51			25		25				4313
	161		25	25		52			Mary F. Lord...	4314
100	200	8,245	100	100		316			Eugene F. McKinley...	4315
	410	8,867	200	100		512			Edna Helme...	4316
										4317
500	600		100	100		200			Helen B. Emens...	4318
	240	21,714	500	100		1,614				4319
30	115	690	25	45		90			Henrietta Y. Cross...	4320
	8	2,567								4321
	30									4322
	25					125			Fredk. L. Gamage...	4323

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW YORK—CON.								
4327 Geneseo.....	State Normal School .....	.....	Sch...	F.	T.	Fr.	B.	5,000
4328 ..do.....	Wadsworth Library .....	.....	Gen.	O.	C.	F.	B.	13,947
4329 Geneva.....	De Lancey Divinity School.....	1861	Theo.	F.	C.	Fr.	R.	2,020
4330 ..do.....	Hobart College	1822	Col.	O.	C.	S. Fr.	R.	41,209
4331 ..do.....	Public High School	1839	Sch.	F.	T.	F.	B.	7,077
4332 Gilbertsville.....	Free Library	1889	Gen.	O.	T. C.	F.	B.	1,576
4333 ..do.....	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
4334 Glencove.....	Public Library	1897	Gen.	F.	T.	F.	B.	4,000
4335 Glens Falls.....	Crandall Free Library.....	1893	Gen.	O.	T. D.	F.	B.	9,806
4336 ..do.....	Glens Falls Academy.....	1841	Sch.	F.	C.	Fr.	R.	9,000
4337 ..do.....	Public High School*.....	.....	Sch.	F.	T.	F.	B.	5,739
4338 Gloversville.....	Free Library	1880	Gen.	R.	T. C.	F.	B.	21,339
4339 ..do.....	Public High School .....	.....	Sch.	F.	T.	Fr.	R.	1,450
4340 Goshen.....	Library and Historical Soc.*.....	1895	Soc.	R.	C.	S.	B.	3,000
4341 ..do.....	Public High School	1892	Sch.	F.	T.	F.	B.	1,829
4342 Gouverneur.....	Public High School	1828	Sch.	F.	T.	Fr.	B.	1,701
4343 ..do.....	Pub. Lib. and Read. Rm. Asso.....	1886	Gen.	O.	T. C.	S. Fr.	B.	3,025
4344 Gowanda.....	Free Library	1900	Gen.	R.	T. C.	F.	B.	1,629
4345 ..do.....	Union School .....	.....	Sch.	F.	T.	F.	B.	1,480
4346 Granville.....	Free Library	1902	Gen.	R.	T.	F.	B.	1,000
4347 ..do.....	Public High School	1888	Sch.	F.	T.	F.	B.	1,480
4348 Great Neck.....	Public High School	1839	Sch.	F.	T.	F.	B.	1,557
4349 Greene.....	Moore Memorial Library.....	1903	Gen.	O.	D.	F.	B.	5,000
4350 ..do.....	Public High School .....	.....	Sch.	F.	T.	F.	B.	2,000
4351 Greenport.....	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,768
4352 Greenwich.....	Free Library	1902	Gen.	O.	T. C.	F.	B.	2,697
4353 ..do.....	Public High School .....	.....	Sch.	F.	T.	F.	B.	1,000
4354 Griffin Corners.....	Skene Memorial Library.....	1896	Gen.	O.	C.	S. Fr.	B.	1,450
4355 Groton.....	Public Library	1896	Gen.	F.	T.	F.	C.	2,045
4356 Hamburg.....	Free Library	1897	Gen.	F.	T. C.	F.	B.	1,264
4357 ..do.....	Public High School .....	.....	Sch.	F.	T. D.	F.	B.	2,045
4358 Hamilton.....	Colgate Academy	1874	Sch.	F.	C.	S.	B.	2,600
4359 ..do.....	Colgate University	1819	Col.	O.	C.	Fr.	B.	38,000
4360 ..do.....	Beta Theta Pi Society*.....	1880	C. Soc.	F.	C.	Fr.	R.	1,000
4361 ..do.....	Public High School	1857	Sch.	F.	T.	F.	B.	1,040
4362 Hammondsport.....	Public Library	1896	Gen.	F.	T.	F.	R.	2,178
4363 ..do.....	Union School*.....	.....	Sch.	F.	T.	F.	B.	2,000
4364 Hancock.....	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,790
4365 Hartwick Sem.....	Hartwick Seminary	1815	Theo.	F.	C.	F.	B.	5,994
4366 Haverstraw.....	King's Daughters' Pub. Lib.....	1895	Gen.	O.	T. C.	F.	B.	3,452
4367 ..do.....	Public High School*.....	.....	Sch.	F.	T.	Fr.	R.	1,024
4368 Hempstead.....	Public High School	1863	Sch.	F.	T.	Fr.	B.	1,312
4369 ..do.....	Subscription Library.....	1887	Gen.	R.	C.	S.	B.	2,958
4370 Herkimer.....	Free Library	1896	Gen.	O.	T. C.	F.	B.	8,902
4371 ..do.....	Public School	1880	Sch.	F.	T.	Fr.	R.	2,704
4372 Highland Falls.....	Highland Falls Library.....	1884	Gen.	F.	D.	F.	B.	2,000
4373 Hill View.....	Free Library	1901	Gen.	F.	D.	F.	B.	1,198
4374 Hilton.....	Free Library	1893	Gen.	R.	T. D.	F.	B.	1,476
4375 Himrod.....	Georgie Library	1855	Gen.	O.	C.	Fr.	R.	1,500
4376 Hobart.....	Public High School .....	.....	Sch.	F.	T.	F.	B.	1,000
4377 Holland Patent.....	Union Free Sch. (Dist. No. 2.).....	1870	Sch.	F.	T.	F.	B.	1,723
4378 Holley.....	Public High School	1850	Sch.	F.	T.	F.	B.	1,300
4379 Homer.....	Academy and Union School.....	1819	Sch.	F.	T.	F.	B.	3,000
4380 ..do.....	Phillips Free Library.....	1903	Gen.	O.	T.	F.	B.	1,815
4381 Hoosick Falls.....	Union Free School	1880	Sch.	R.	T.	F.	B.	2,200
4382 Hornellsville.....	Ancient Order United Work- men Library.....	1876	Soc.	R.	C.	Fr.	C.	1,000
4383 ..do.....	Free Library	1868	Gen.	O.	T.	F.	B.	13,300
4384 ..do.....	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	2,370
4385 Horseheads.....	Union and High School .....	.....	Sch.	F.	T.	F.	B.	1,219
4386 Hudson.....	Hendrick Hudson Chapter D. A. R. Free Library.*.....	1898	Gen.	F.	T.	F.	B.	4,561
4387 ..do.....	Public School*.....	1890	Sch.	F.	T.	F.	B.	1,984
4388 ..do.....	State House of Refuge for Women.....	.....	Asy.	F.	T.	Fr.	B.	1,540
4389 ..do.....	Young Men's Christian Assoc.....	1867	Y. M.	F.	C.	S.	C.	1,000
4390 Hunter.....	Public Library	1896	Gen.	F.	T.	F.	B.	1,000

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	416	12,211		\$100	\$1,237	\$2,057	\$22,510	\$12,500	Caroline F. Webster	4327
	352	186			190	190				4328
12,875	1,249	3,766				9,015	50,000	50,000	Chas. D. Vail	4329
400	132	44,838	\$732	250		982				4330
	10	2,429		48	263	356	4,500	2,500	Mrs. C. V. Daniels	4331
86	50		25			25			M. L. Dann	4332
300	316	7,075	450	100		550			Carolyn S. Reed	4333
	275	37,882	1,000	100		2,024		10,000	Gertrude Ferguson	4334
4,000	400					300			Albert S. Cox	4335
										4336
2,500	735	62,960	3,000	100	1,200	5,564	45,000		A. L. Peck	4337
	513					400			A. R. Brubacher	4338
	100	5,000				241				4339
124	246	2,035	131	110					Guy H. Baskerville	4340
										4341
30	120	5,265	300			537		5,000	Mrs. N. J. Ellsworth	4342
		9,441	200	100		684			Clara Vosburgh	4343
100	245	650	105			105			Robert W. Hughes	4344
350		5,687		100		322			Fay McFadden	4345
200	86	1,234	20	20		40			R. E. Brown	4346
	217	1,853	115	76		197			Fred J. Bierce	4347
	5,000				2,000	2,000	50,000	65,000	Emily A. Wilbur	4348
100	25		25	25		55			Cornelia E. Juliard	4349
										4350
	917	17,847		200		1,263		3,800	Miriam Shanks	4351
										4352
	75	3,670				515		6,000	Mrs. Geo. Rose	4353
	214	8,410	240	100		349			Helen M. Baldwin	4354
	119	5,970		34		339			Amanda C. Michael	4355
100	68	300	50			134			Benj. G. Estes	4356
	50					185				4357
75,000	1,926				1,250	1,965			D. F. Estes	4358
50	3									4359
300	10	500	5	5		10			George L. Bennett	4360
	130		100	40		145				4361
										4362
260	36	250			11	11	225		J. Luther Kistler	4363
	272	9,599		100		3,082		12,000	Mary E. Van Orden	4364
50	215		25	25		50				4365
	81	1,228	49	48		104			Mary G. Smith	4366
	158					477			Mary Louise Avery	4367
608	21,848	1,200	100			1,853		25,000		4368
87	1,774	738	110			330				4369
	104	6,000	73			950			Helen A. Schottenkirk	4370
						42			Ethel M. Kinney	4371
231	167	4,009		100	4	314	100		E. B. Murphy	4372
600	5					3		500	Louis A. Cheney	4373
50	50		25	25		50				4374
	75	1,600	25	25		50			Mrs. G. P. Durham	4375
50	65	2,000	31	25		56			H. D. Bartlett	4376
170	175	1,687	138	138		276			J. M. Round	4377
	300	3,782	750	100		901		12,000	Mary A. Ferguson	4378
		1,896	138	25		163			M. J. Dillon	4379
		256				28			Fred Larrowe	4380
										4381
	517	34,650	1,500			1,609		5,000	Mary E. Windsor	4382
		1,404	75	75		150			Mary E. Blair	4383
60	205	1,844	55	19		121			Katherine Sullivan	4384
300	690	9,594		500		700				4385
										4386
	358	3,470	97	97		194				4387
										4388
										4389
	40	1,091	85	15		100			Thos. M. Brainard	4390
									Clara G. Winchell	4391

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW YORK—CON.								
4391 Huntington.....	Library Association	1875	Gen ..	R ..	C ..	S. Fr.	B ..	6,000
4392 ..do.....	Union School .....	.....	Sch ..	F ..	T ..	F ..	B ..	1,770
4393 ..do.....	Free Public Library	1893	Gen ..	O ..	T ..	S. Fr.	B ..	12,562
4394 ..do.....	Public School	1893	Sch ..	F ..	T ..	Fr ..	B ..	1,846
4395 Irvington.....	Guiteau Library	1901	Sch ..	F ..	T ..	F ..	B ..	3,861
4396 ..do.....	Public High School	1883	Sch ..	F ..	T ..	Fr ..	B ..	4,009
4397 Islip	Public School	1894	Sch ..	F ..	T ..	Fr ..	B ..	1,000
4398 ..do.....	St. Mark's Parish House	1890	Gen ..	O ..	C ..	Fr ..	B ..	1,945
4399 ..do.....	Village Library	1884	Gen ..	R ..	C ..	S ..	C ..	3,000
4400 Ithaca	Cornell Library Association	1866	Gen ..	O ..	T. C. F.	F ..	B ..	22,639
4401 ..do.....	Cornell University	1868	Col ..	O ..	C ..	Fr ..	B ..	272,899
4402 ..do.....	Barnes Reference Lib	1889	Theo ..	F ..	C ..	Fr ..	R ..	1,183
4403 ..do.....	Flower Veterinary Lib .....	.....	Med ..	F ..	C ..	Fr ..	B ..	1,940
4404 ..do.....	Forestry Library .....	.....	Sci ..	F ..	C ..	Fr ..	B ..	1,000
4405 ..do.....	Law Library .....	.....	Law ..	F ..	C ..	Fr ..	B ..	30,674
4406 ..do.....	Seminary Libraries .....	.....	Col ..	F ..	C ..	Fr ..	B ..	3,880
4407 ..do.....	Public High School	1880	Sch ..	F ..	T ..	Fr ..	R ..	2,155
4408 Jamaica (1 Clinton Place).....	Public High School	1860	Sch ..	F ..	T ..	F ..	B ..	2,305
4409 Jamaica (Rich- mond Hill).....	Public High School	1897	Sch ..	F ..	T ..	Fr ..	B ..	1,295
4410 Jamaica	State Normal School .....	.....	Sch ..	O ..	T ..	Fr ..	B ..	2,700
4411 Jamestown.....	James Prendergast Free Lib	1880	Gen ..	F ..	O ..	C ..	Fr ..	18,913
4412 ..do.....	Public High School	1868	Gen ..	F ..	T ..	F ..	B ..	4,959
4413 ..do.....	Young Men's Christian Assoc.	1884	Y. M. ..	F ..	C ..	F ..	B ..	1,000
4414 Johnstown.....	Public High School .....	.....	Sch ..	F ..	T ..	Fr ..	B ..	2,072
4415 ..do.....	Public Library	1901	Gen ..	O ..	T. D. F.	F ..	B ..	5,730
4416 Jordan	Public High School	1842	Sch ..	F ..	T ..	F ..	B ..	1,300
4417 Jordanville.....	Public Library	1893	Gen ..	F ..	T. C. F.	F ..	C ..	1,230
4418 Katonah.....	Village Improvement Society*	1878	Soc ..	R ..	C ..	S ..	B ..	1,953
4419 Keene Valley.....	Public Library .....	.....	Gen ..	O ..	T. C. F.	S. Fr.	B ..	2,041
4420 Keesville.....	Lee Memorial Library	1901	Gen ..	O ..	C ..	S. Fr.	B ..	1,306
4421 ..do.....	McAuley Academy	1885	Sch ..	F ..	C ..	Fr ..	B ..	1,665
4422 ..do.....	Public High School	1850	Sch ..	F ..	T ..	F ..	B ..	1,825
4423 Keuka Park.....	Keuka College Public Library	1896	Sch ..	F ..	T. C. F.	F ..	B ..	3,602
4424 Kingston.....	City Library	1899	Gen ..	O ..	T. D. F.	F ..	B ..	4,298
4425 ..do.....	Kingston Academy	1774	Sch ..	F ..	T ..	Fr ..	B ..	1,400
4426 Kingston (Rond- out).....	Ponckhockie Public Library	1899	Gen ..	F ..	T ..	F ..	B ..	2,034
4427 Kingston.....	School Library (elementary)*	1838	Sch ..	F ..	T ..	F ..	B ..	2,445
4428 ..do.....	Third Judicial Dist. Law Lib	1876	Law ..	F ..	T ..	F ..	R ..	6,688
4429 Kingston (Rond- out).....	Ulster Free Academy	1870	Sch ..	F ..	T ..	Fr ..	B ..	1,726
4430 Lakemont.....	Palmer Institute	1859	Sch ..	F ..	T. C. F.	Fr ..	B ..	5,000
4431 Lake Placid.....	Public Library	1884	Gen ..	O ..	T. C. F.	F ..	B ..	4,000
4432 Lancaster.....	Lancaster Library	1882	Gen ..	F ..	C ..	S. Fr.	C ..	4,315
4433 ..do.....	Public High School	1894	Sch ..	F ..	T ..	Fr ..	B ..	1,200
4434 Lawrence.....	Public High School	1895	Sch ..	F ..	T ..	F ..	B ..	2,020
4435 Le Roy.....	Library Association	1873	Gen ..	R ..	C ..	S. Fr.	C ..	3,500
4436 ..do.....	Public High School	1891	Sch ..	F ..	T ..	Fr ..	B ..	1,500
4437 Lewiston.....	Free Library	1901	Gen ..	R ..	C ..	F ..	B ..	2,606
4438 Liberty.....	Public Library	1894	Gen ..	F ..	T ..	Fr ..	C ..	2,085
4439 Lima.....	Genesee Wesleyan Seminary	1830	Sch ..	F ..	C ..	Fr ..	B ..	5,400
4440 Limestone.....	Union School	1896	Sch ..	F ..	T ..	F ..	B ..	1,300
4441 Lisle.....	Lisle Academy	1867	Sch ..	F ..	T ..	F ..	B ..	1,000
4442 Little Falls.....	Public High School .....	.....	Sch ..	F ..	T ..	Fr ..	B ..	6,030
4443 Liverpool.....	Public Library .....	.....	Gen ..	F ..	T ..	F ..	R ..	1,359
4444 ..do.....	Union School* .....	.....	Sch ..	F ..	T ..	F ..	B ..	1,000
4445 Lockport.....	Free Public Library	1893	Gen ..	F ..	T ..	Fr ..	B ..	8,300
4446 ..do.....	Public High School .....	.....	Sch ..	F ..	T ..	Fr ..	B ..	1,019
4447 ..do.....	St. Joseph's Academy and In- dustrial Female School	1866	Sch ..	F ..	C ..	Fr ..	B ..	1,535
4448 Long Island City.....	Public High School	1891	Sch ..	F ..	T ..	F ..	B ..	1,853
4449 Long Island City (101 East ave.).....	Queens Borough Library ^a	1893	Gen ..	R ..	T ..	F ..	B ..	40,062
4450 Lowville.....	Lowville Academy* .....	.....	Sch ..	F ..	C ..	F ..	B ..	4,095
4451 ..do.....	State Street High School	1885	Sch ..	F ..	T ..	F ..	B ..	1,800

* Statistics of 1900.

^a Including 10 branches.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	300	5,412			\$41	\$705			Mary F. Gaines	4381
	4	34		\$44		44			A. E. Chase	4392
	795	45,914	\$2,000	100	100	2,393	\$3,000	\$30,000	Anna H. Perkins	4393
	204		125	125		250				4394
	210	16,339	1,000	100	400	1,500	8,000		Lueile R. Townsend	4395
										4396
80	8	2,300	46			46			M. I. Hunt	4397
	442	2,390							Flora Belle Smith	4398
	150	2,378				235			Almena O. Wheeler	4399
	362	44,279		200		200			S. H. Synnot	4400
45,000	11,587	18,530			34,237	37,122	312,000	250,000	Geo. Wm. Harris	4401
100	49					40			Andrew C. White	4402
							11,000			4403
										4404
										4405
		1,705	250	250		500				4406
150		1,763							Carrie E. Hoyt	4407
										4408
		90		300		300			M. Eva Glen	4409
										4410
5,000	1,120	69,973		100	5,602	5,702	100,000	65,000	Mary E. Hazeltine	4411
620	114	15,222		626		626			Julia Grace Bealer	4412
										4413
	511	577	573	223		796			Mrs. Margaret A. Sharpe	4414
	1,010	24,038	2,500	100		3,025	24,200		Mary G. France	4415
	73	250	25	25		70			Harriet V. Peck	4416
	64	1,754		35		63			Elizabeth A. Bell	4417
	826	1,234				371				4418
	107	1,988		50		350		2,000	Jennie Lawrence	4419
	285	2,679				319		600		4420
120	20								M. Bernard O'Keefe	4421
250	68	750	50	50		100			Ernest E. Hinman	4422
105	305	2,981		100		220			Eva R. Ambler	4423
800	292	28,306	3,000			3,000		30,000	E. S. Post	4424
										4425
		4,958		48		52			Sadie E. Schutt	4426
										4427
50	227	2,000	86	50		136				4428
	113		600	600		1,200			Geo. Teller	4429
										4430
212	488	455		46		511			C. C. Wilcox	4431
100	300	10,000	390	100		1,170		2,500	George H. Bruce	4432
	116	4,100				190			Miss A. E. Thateher	4433
		4,000	200			200			Burt B. Farnsworth	4434
100	400	2,835	455			455			Fred De L. King	4435
		3,800				200			Katharine Cameron	4436
										4437
	123	3,786		100		747				4438
	85	3,648	100	25		143			Linda Horn	4439
500	70	550				74			A. C. Works	4440
90	35	1,100	35	35		70			P. J. McEvoy	4441
55		800								4442
										4443
14	223	4,012		100		100			Mabel E. Graves	4444
										4445
500	317	24,652	900	100	459	1,459	10,000		Emmett Belknap	4446
		3,460								4447
									Sister M. Veronica	4448
55	533	2,600							Emma W. Heermance	4449
	4,699	185,434	20,124	800		20,924			Jessie F. Hume	4450
										4451
	100		25	10		35			Arthur M. Johnson	4452

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4452	Lyons.....	Union School.....	1840	Sch...	F.	T.	Fr.	B.	4,550
4453	Madalin.....	Tivoli Public Library.....	1885	Gen...	F.	T.	F.	B.	1,250
4454	Madrid.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,000
4455	Malone.....	Franklin Academy (Wead Library).....		Sch...	O.	T.	F.	B.	7,000
4456	.....do.....	Wadhams Reading Circle....	1894	Gen...	R.	T. C.	F.	B.	1,784
4457	Manlius.....	Public High School.....	1850	Sch...	F.	T.	Fr.	B.	1,775
4458	Marathon.....	Peck Memorial Library Assoc.	1893	Gen...	O.	T. C.	F.	B.	3,690
4459	Marcellus.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,024
4460	Margaretville.....	Public High School.....	1895	Sch...	F.	T.	F.	B.	1,208
4461	Maspeth.....	Borough of Queens Library, School No. 72.*		Sch...	F.	T.	F.	B.	1,200
4462	Massapequa.....	De Lancey Floyd-Jones Free Library.....	1896	Gen...	O.	T.	S. Fr.	B.	1,745
4463	Matteawan.....	Howland Circulating Library.	1872	Gen...	O.	C.	S. Fr.	B.	6,790
4464	Mayville.....	Union School.....	1857	Sch...	F.	T.	F.	C.	1,125
4465	Mechanicville.....	Public School.....	1895	Sch...	F.	T. D.	F.	B.	5,950
4466	Medina.....	Public High School.....	1890	Sch...	F.	T.	F.	B.	2,500
4467	Merrick.....	Merrick Library.....	1891	Gen...	O.	D.	F.	B.	1,648
4468	Mexico.....	Academy and High School....	1826	Sch...	F.	T.	Fr.	B.	3,012
4469	Middleburg.....	Public High School.....	1885	Sch...	F.	T.	F.	R.	1,700
4470	Middleport.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,025
4471	Middletown.....	Public High School.....	1887	Sch...	F.	T.	Fr.	R.	2,000
4472	.....do.....	Public School.....	1879	Sch...	O.	T.	F.	B.	9,624
4473	.....do.....	State Hospital (Leonora S. Bolles Memorial Library).	1877	Asy...	O.	T.	F.	B.	3,522
4474	Millbrook.....	Free Library.....		Gen...	F.	T. C.	F.	B.	1,792
4475	Mineville.....	Public High School.....	1893	Sch...	F.	T.	F.	B.	1,008
4476	Mohawk.....	Public Library.....	1893	Gen...	F.	T.	F.	B.	1,554
4477	Montgomery.....	Public High School.....	1791	Sch...	F.	T.	F.	R.	1,000
4478	Monticello.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,680
4479	Montour Falls.....	Cook Academy.....	1872	Sch...	F.	C.	Fr.	B.	3,000
4480	.....do.....	Free Library.....	1893	Gen...	R.	T.	F.	B.	1,571
4481	.....do.....	Union Free School*.....	1850	Sch...	F.	T.	F.	B.	1,200
4482	Moravia.....	Powers Library.....	1880	Gen...	O.	T.	F.	B.	4,024
4483	.....do.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,075
4484	Moriah.....	Sherman Collegiate Institute.	1872	Sch...	F.	C.	F.	B.	2,000
4485	Morris.....	Public High School.....	1869	Sch...	F.	T.	F.	B.	1,900
4486	Morristown.....	Public Library.....		Gen...	F.	T.	F.	B.	1,576
4487	Morrisville.....	Morrisville Library.....	1903	Gen...	O.	T. D.	F.	B.	1,000
4488	Mount Kisco.....	Free Library and Reading Room.....	1902	Gen...	F.	C.	F.	B.	2,541
4489	.....do.....	Public High School.....	1876	Sch...	F.	T.	Fr.	B.	2,562
4490	Mount Morris.....	Public High School.....	1879	Sch...	F.	T.	F.	B.	1,800
4491	Mount Vernon.....	Lockwood Collegiate School for Girls.....		Sch...	F.	C.	Fr.	B.	1,000
4492	.....do.....	Public High School.....	1894	Sch...	F.	T.	Fr.	B.	1,319
4493	.....do.....	Public Library.....	1896	Gen...	F.	T.	F.	B.	9,798
4494	Nanuet.....	Public Library.....	1894	Gen...	F.	T.	F.	C.	1,780
4495	Naples.....	Naples Academy*.....	1860	Sch...	F.	T.	F.	B.	1,500
4496	.....do.....	Public High School.....		Sch...	F.	T.	Fr.	B.	2,300
4497	Newark.....	Free Public Library.....	1897	Gen...	O.	T.	F.	B.	4,865
4498	.....do.....	Union School.....	1857	Sch...	F.	T.	F.	B.	2,000
4499	Newark Valley.....	Public High School.....	1889	Sch...	F.	T.	F.	B.	3,029
4500	.....do.....	Public Library.....	1840	Gen...	R.	T.	F.	B.	1,296
4501	New Berlin.....	Mary Washington Free Lib.	1898	Gen...	R.	T.	F.	B.	2,669
4502	New Brighton.....	Sailors' Snug Harbor.....	1833	Soc...	O.	C.	Fr.	B.	4,500
4503	.....do.....	Staten Island Acad. (Arthur Winter Memorial Library).	1886	Sch...	O.	C. D.	F.	B.	9,781
4504	Newburgh.....	Free Library.....	1852	Gen...	O.	T.	F.	B.	29,434
4505	.....do.....	Mackie's (Misses) Seminary*.	1888	Sch...	F.	C.	F.	B.	2,500
4506	.....do.....	Mount St. Mary's Academy...	1888	Sch...	F.	C.	S.	R.	1,349
4507	.....do.....	Newburgh Theological Sem.	1805	Theo.	O.	C.	F.	B.	3,500
4508	.....do.....	Second Jud. Dist. Law Lib.		Law	R.	T.	F.	R.	6,184
4509	Newfield.....	Town Library.....	1895	Gen...	R.	T.	F.	B.	1,600
4510	New Hartford.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,130
4511	New Paltz.....	State Normal School.....	1886	Sch...	F.	T.	F.	R.	4,500
4512	New Rochelle.....	Public Library.....	1893	Gen...	R.	T.	F.	B.	12,468

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
1,500	303			\$145	\$144	\$297			F. H. Gardner.....	4452
150	10	700	\$25	25		50			Chas. W. Townsend.....	4453
400	166	11,095	413	136		588		\$5,000	Geo. J. Whipple.....	4454
50	249	4,954		100		577				4456
200		1,240	15	15		32			A. S. Knapp.....	4457
1,100	194	8,782	50	100	\$63	1,806	\$6,400	15,000	J. W. Livingston.....	4458
320	27	1,000	12	12		24			R. L. Countryman.....	4459
50	90									4460
	150	2,025		75	175	315		2,000	Edna R. Wiley.....	4461
	148	5,891				1,036	13,000	23,000	Joseph N. Badeau.....	4462
		300								4463
300	30	8,000		225		450			L. B. Blakeman.....	4464
800	50	5,000	100	50		152			Edith Hill.....	4465
	117	854				138		800	Lina Miller.....	4466
1,100	200	2,000	50	50	35	149	1,000		A. H. Norton.....	4467
200	30	500	50	50		100			S. C. Kimm.....	4468
										4469
40			100	100		200				4470
	470	55,280	3,000	100		3,285		30,000	Mary K. Van Keuren.....	4471
639	342	8,010						3,000	W. B. Ewer.....	4472
	350	5,000		200	200	1,117			Alice C. Masters.....	4473
75	50	2,115	25	25		50			S. D. McClellan.....	4474
	83	3,707	125	50		185			Grace L. Davis.....	4475
25	20	500	13	12		25				4476
										4477
	153	4,570	100	50		166			Elizabeth P. Hopkins.....	4478
1,000	50	800	100			100				4479
	326	6,302	300			441		3,000	Sarah A. C. Butler.....	4480
										4481
60	100	1,460			100	100			B. L. Brown.....	4482
200	150	1,300	25	25		55			Cora A. Hixson.....	4483
	48	1,823	50	50		138			J. B. Lawrence.....	4484
				400		400		3,000	Rev. Wm. A. Aiken.....	4485
333		9,799							Margaret Peddle.....	4486
160	46	650	45	4		50			Frederick J. Carpenter.....	4487
200		1,298	100			110			Jennie A. Rockfellow.....	4488
										4489
	21	300		27	27	54			Beatrice Stepanek.....	4490
	1,106	52,037	3,500			3,710	500		Frances D. Thomson.....	4491
	1	2,176							Wilford F. Down.....	4492
100	25	1,200		30		60				4493
										4494
	490	17,111	1,500	100		1,982			Emma B. Richmond.....	4495
	25	3,000	250	125		378			C. A. Hamilton, A. M.....	4496
2,340	106	21,300	125	125		260			J. S. Kingsley.....	4497
	242	6,824	300	100		410			Mrs. Wm. G. Prentice.....	4498
40	191	10,089	150	100		421			Mary Isabel White.....	4499
	60									4500
		3,800				1,050		10,000	Marion Canfield.....	4501
	1,097	82,045	3,946	161		5,892		35,000	Thos. M. Hawthorne.....	4502
										4503
150	30					73			Sister M. Blanche.....	4504
								20,000	J. G. D. Findley.....	4505
	90			1,200		1,200			N. D. Belknap.....	4506
100	100	3,000	140	140		280			Edna Simpson.....	4507
										4508
2,000	200					19			Florence Wiley.....	4509
	1,886	59,785	10,956	100		11,447			Elizabeth C. Stevens.....	4510

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4513	New York City (Kingsbridge).	Academy of Mount St. Vin- cent.	1846	Sch....	F.	C.	S.	B.	7,462
4514	New York City (103 W. 55th st.).	American Chemical Society..	1878	Sci....	R.	C.	Fr.	R.	5,000
4515	New York City (936 WoodyCrest ave.).	American Female Guardian Society.*	1872	Soc...	F.	C.	F.	B.	3,000
4516	New York City (15 W. 81st st.).	American Geographical So- ciety.	1852	Sci....	O.	C.	S.Fr.	R.	23,515
4517	New York City (19- 21 W. 44th st.).	American Institute.....	1829	Soc...	R.	C.	S.Fr.	R.	14,446
4518	New York City (26 Cortlandt st.).	American Institute of Elec- trical Engineers.	1900	Sci....	R.	C.	F.	R.	8,139
4519	New York City (99 John st.).	American Institute of Mining Engineers.	1901	Sci....	R.	C.	Fr.	R.	12,400
4520	New York City (287 4th ave.).	American Institute of Social Service.	1898	Sci....	F.	C.	F.	R.	2,500
4521	New York City (77th st. and Central Park, W.).	American Museum of Nat- ural History.	1870	Sci....	F.	C.	F.	R.	40,000
4522	New York City (1271 Broad- way).	American Numismatic and Archæological Society.	1858	Sci....	F.	C.	S.	R.	2,100
4523	New York City (76 Wall st.).	American Seamen's Friend Society.	1858	Soc...	O.	C.	F.	C.	45,342
4524	New York City (220 W. 57th st.).	American Society of Civil Engineers.	1852	Sci....	F.	C.	F.	R.	11,993
4525	New York City (12 W. 31st st.).	American Society of Mechan- ical Engineers.	1889	Sci....	O.	C.	F.	R.	8,394
4526	New York City (26th st. and Madison ave.).	American Society for the Pre- vention of Cruelty to Ani- mals.	1866	Soc...	F.	C.	Fr.	R.	2,781
4527	New York City (149 Mulberry st.).	Anson Phelps Stokes Free Italian Library.	1894	Gen..	R.	D.	F.	R.	3,780
4528	New York City (59th st. and Park ave.).	Arion Club*.....	1887	Soc...	F.	C.	Fr.	D.	2,000
4529	New York City (109 W. 28th st.).	Arthur W. Tams Musical Library.	1876	Soc...	R.	C.	S.	B.	500,000
4530	New York City (146 E. 86th st.).	Aschenbroedel Verein.....	1860	Gen..	O.	C.	S.Fr.	D.	3,500
4531	New York City (42 W. 44th st.).	Association of the Bar of the City of New York.	1870	Law..	F.	C.	S.	R.	56,911
4532	New York City (7th ave. and 56th st.).	Authors Club.....	1882	Soc...	R.	C.	F.	R.	3,000
4533	New York City (Broadway and 120th st.).	Barnard College (Ella Weed Reading Room).	1897	Col...	F.	C.	Fr.	R.	2,500
4534	New York City (721 St. Nicho- las ave.).	Barnard School for Boys	1886	Sch....	R.	C.	Fr.	R.	5,000
4535	New York City....	Barnard School for Girls	1886	Sch....	F.	C.	Fr.	R.	1,000
4536	New York City (5 W. 75th st.).	Berkeley School (Rosener Li- brary).	1899	Sch....	F.	C.	Fr.	B.	1,200
4537	New York City (1093 1st ave.).	Bethany Memorial Free Cir- culating Library.	1899	Gen..	F.	D.	F.	B.	1,963
4538	New York City (Blackwells I.).	Blackwells Island Peniten- tiary.	1868	Asy...	F.	D.	Fr.	C.	2,500
4539	New York City (17 W. 44th st.).	Brearely School		Sch....	F.	C.	Fr.	B.	5,000
4540	New York City (176th st. and Washington ave.).	Bronx Free Library	1901	Gen..	F.	T.D.	F.	B.	3,212

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	100					\$120			Margaret M. Maher ..	4513
										4514
										4515
17,903	311					20,209	\$205,000	\$220,000	Geo. C. Hurlbut	4516
	58	2							George Whitefield, jr.	4517
						5,200			Josephine T. Bragg ..	4518
2,500									Lucy E. Howard	4519
6,009	250								Mary R. Crauston	4520
33,000	600								Anthony Woodward, Ph. D.	4521
8,000	40				\$400	2,418	9,821		Herbert Valentine ...	4522
										4523
38,020	1,669									4524
	188					3,385	1,101	85,000	Isabel Thurston	4525
	100									4526
515									Antonio Arrighi	4527
50	20									4528
1,000,000									Arthur W. Tams	4529
	150								Robert Reitz	4530
	2,158								W. F. Kip	4531
										4532
250									Mary Brown Sumner ..	4533
									Wm. L. Hazen	4534
										4535
75										4536
	178	4,665				550			Gertrude S. Crockett ..	4537
	800									4538
	149								F. G. Croswell	4539
	532	16,701		\$100		726			Julia Ida Bedell	4540

«A library of music exclusively

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4541	New York City (5 W. 31st st.).	Camera Club of New York		Soc ...	F.	C.	F.	B.	1,700
4542	New York City (536 Amsterdam ave.).	Cathedral Free Circulating Library. ^a	1888	Gen ..	R.	T. D.	F.	B.	68,745
4543	New York City (120 Central Park, S.).	Catholic Club.....	1873	Soc ...	O.	C.	Fr.	B.	20,000
4544	New York City (7 W. 43d st.).	Century Association.....	1847	Soc ...	O.	C.	Fr.	R.	15,000
4545	New York City (32 Nassau st.).	Chamber of Commerce.....	1858	Mer ..	R.	C.	Fr.	R.	4,000
4546	New York City (105 E. 22d st.).	Charity Organization Society.	1881	Soc ...	F.	C.	F.	B.	2,800
4547	New York City (City Hall).	City Library.....	1847	Gen ..	F.	T.	F.	R.	9,598
4548	New York City (17 Lexington ave.).	College of the City of New York.	1852	Col ...	F.	T. D.	Fr.	B.	35,749
4549	New York City (105 E. Broad- way).	Clonian Society *	1870	C. Soc.	F.	C.	S.	B.	1,265
4550	New York City (115-119 W. 68th st.).	College of Pharmacy of the City of New York.	1829	Med ..	F.	C.	F.	R.	5,585
4551	New York City (30 W. 16th st.).	College of St. Francis Xavier.	1847	Col ...	F.	C.	Fr.	B.	101,400
4552	.....do.....	Students' Library	1848	Col ...	F.	C.	Fr.	B.	8,000
4553	New York City (95 Rivington st.).	College Settlement.....	1888	Gen ...	F.	C.	F.	B.	2,600
4554	New York City (241 W. 77th st.).	Collegiate School.....		h ...	F.	C.	Fr.	B.	1,000
4555	New York City (W. 116th st. and Amster- dam ave.).	Columbia University.....	1754	Col ...	O.	C. D.	Fr.	B.	346,354
4556	New York City...	School of Law.....		Law ..	F.	C.	Fr.	R.	23,000
4557	New York City (120th st.).	Teachers College (Bry- son Library).	1888	Col ...	F.	C.	Fr.	B.	22,637
4558	New York City (32 W. 40th st.).	Comstock School.....		Sch ...	F.	C.	Fr.	B.	1,200
4559	New York City (8th st. and 4th ave.).	Cooper Union for the Ad- vancement of Science and Art.	1857	Gen ..	F.	C.	F.	R.	39,481
4560	New York City (28th st. and 1st ave.).	Cornell University Medical College.	1899	Med ..	F.	C.	Fr.	B.	2,500
4561	New York City (Tryon Row)	Corporation Counsel Law Department.		Law ..	F.	C.	S.	R.	15,000
4562	New York City (Port Rich- mond).	Curtis (Osborn Marcus) School.	1870	Sch ...	F.	C.	Fr.	B.	2,000
4563	New York City (108 W. 59th st.).	De La Salle Institute.....	1887	Sch ...	F.	C.	S.	B.	5,000
4564	New York City (140 W. 102d st.).	De Witt Clinton High School.	1898	Sch ...	F.	T.	Fr.	B.	3,482
4565	New York City (286 Rivington st.).	De Witt Memorial Free Li- brary.	1882	Gen ..	O.	C.	F.	B.	2,500
4566	New York City (171 Lexington ave.).	Eclectic Medical College.....	1865	Med ..	F.	C.	Fr.	B.	3,718
4567	New York City (Riverside Drive).	Ely's (Misses) School.....		Sch ...	F.	C.	Fr.	B.	3,000
4568	New York City (120 Broadway).	Equitable Life Assurance So- ciety Law Library.	1876	Law ..	F.	C.	Fr.	R.	21,096

* Statistics of 1900.

^a Including 11 branches

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
1,000									L. M. McCormick.....	4541
400	6,802	412,243		\$17,275		\$23,182			Agnes Wallace.....	4542
	703								Jas. M. Mooney.....	4543
	1,500					3,000			Viggo C. Eberlin.....	4544
										4545
2,500	400								Josephine Tompkins....	4546
	98			1,000		1,000			Philip Baer.....	4547
4,240	838	5,322		3,805	\$1,733	5,538	\$37,000		Chas. G. Herbermann....	4548
59		500				50				4549
10,000	185								Virgil Coblentz, Ph. D..	4550
	1,050					20			John F. O'Donovan, S. J.	4551
	100	8,500							Walter Dwight, S. J.	4552
	409	17,935				300			Mabel H. Duncan.....	4553
										4554
50,000	18,800	92,205				78,338			James H. Canfield.....	4555
										4556
	2,611	28,006							Elizabeth G. Baldwin....	4557
										4558
	1,180				2,000	2,000	40,000			4559
5,000	100					650				4560
									James M. Valles.....	4561
200	800					120			Osborn Marcus Curtis....	4562
	100								Brother Peter.....	4563
20	1,052								Harriette Arden.....	4564
100	46	12,119							Malcolm R. Birnie.....	4565
17,090	20	250				20			William Wengenroth....	4566
									Elizabeth L. Ely.....	4567
	1,127								Thomas Campbell.....	4568

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4569	New York City (120 Broadway).	Equitable Life Assurance Society, Insurance Lib.	1896	Sci....	F.	C.	F.	B.	7,594
4570	New York City (109 W. 54th st.).	Ethical Culture School.....	.....	Sch...	F.	C.	Fr.	B.	11,000
4571	New York City (130th st.).	Female Academy of the Sacred Heart.	1847	Sch...	F.	C.	S.	R.	7,923
4572	New York City (63 Park st.).	Five Points Mission Free Reading Room.*	1868	Gen..	F.	C.	F.	C.	2,100
4573	New York City (156 Fifth ave.).	Foreign Missions.....	1840	Gen..	F.	C.	F.	B.	7,810
4574	New York City (13-24 W. 44th st.).	Free Library of the General Society of Mechanics and Tradesmen.	1820	Gen..	O.	T.	F.	B.	100,273
4575	New York City (9th ave. bet. 20th and 21st sts.).	General Theological Semi- nary of the Protestant Episcopal Church.	1817	Theo.	O.	C.	Fr.	B.	33,966
4576	New York City (111-119 E. 58th st.).	German Liederkranz of New York City.	1868	Soc...	F.	C.	S.	B.	7,420
4577	New York City (802 Broadway).	Grace House Parish Library and Reading Room.	1881	Gen..	F.	C.	F.	B.	1,780
4578	New York City (Westchester).	Grammar School, No. 99*	1860	Sch...	F.	T.	F.	C.	1,800
4579	New York City (79 W. 23d st.).	Grand Lodge F. and A. M....	1886	Mas..	F.	C.	F.	R.	5,450
4580	New York City (29 E. 32d st.).	Grolier Club.....	1884	Soc...	F.	C.	Fr.	R.	7,810
4581	New York City (32 W. 123d st.).	Harlem Free Library.....	1825	Gen..	O.	T.	F.	B.	23,676
4582	New York City (72-74 W. 124th st.).	Harlem Y. W. C. A. Library..	1891	Y. W..	F.	C.	S. Fr.	B.	1,312
4583	New York City (43-45 W. 42d st.).	Harmonic Club.....	1852	Soc...	O.	C.	Fr.	B.	16,943
4584	New York City (27 W. 44th st.).	Harvard Club.....	1865	Soc...	O.	C.	Fr.	B.	4,500
4585	New York City (55th st. and 6th ave.).	Health Department of the city of New York. *	1866	Med..	R.	T.	Fr.	R.	1,964
4586	New York City (135th st. and Amsterdam ave.).	Hebrew Orphan Asylum and Benevolent Society.	1859	Asy...	F.	C.	F.	C.	3,500
4587	New York City (36 Stuyvesant st.).	Hebrew Technical Institute.	1887	Sch...	F.	C.	Fr.	B.	2,829
4588	New York City (Woodycrest ave.).	Hugh Bridge Free Library....	1901	Gen..	R.	T. C.	F.	B.	1,000
4589	New York City (348 Broadway).	Holland Society of New York.	1885	Soc...	R.	C. D.	Fr.	R.	1,000
4590	New York City (343 W. 42d st.).	Holy Cross Academy.....	1858	Sch...	F.	C.	Fr.	B.	2,000
4591	New York City (252 W. 26th st.).	Hudson Guild.....	1895	Soc...	F.	T. C.	F.	B.	2,000
4592	New York City (726 Fifth ave.).	Huger Boarding and Day School.*	.....	Sch...	F.	C.	F.	B.	1,200
4593	New York City (105 E. 22d st.).	Huguenot Society of Amer- ica.	1884	Hist..	R.	C.	Fr.	R.	1,000
4594	New York City (Westchester ave.).	Huntington Free Library and Reading Room.	1891	Gen..	O.	D.	F.	R.	5,000
4595	New York City (904 Lexington ave.).	Institution for the Improved Instruction of Deaf Mutes.	1867	Asy...	F.	C.	Fr.	C.	1,200

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—COIL.								
4596	New York City (736 Lexington ave.).	Jewish Theological Seminary of America (Morais Library).	1886	Theo ..	F.	C.	Fr.	B.	10,000
4597	New York City (Kingsbridge).	Kingsbridge Library Associa- tion.	1893	Gen ..	R.	D.	F.	B.	1,956
4598	New York City (41-50 2d st.).	La Salle Academy.....	1848	Sch...	F.	C.	Fr.	B.	2,625
4599	New York City (156th st. and Trinity ave.).	Literary Society of Morrisania	1883	Soc...	F.	C.	S.	C.	1,995
4600	New York City (556-558 Fifth ave.).	Lotos Club.....	1870	Soc...	O.	C.	Fr.	R.	1,600
4601	New York City (723 Lexington ave.).	Marinonides Free Library....	1853	Gen ..	R.	T. C.	F.	B.	80,179
4602	New York City (Broadway and 131st st.).	Manhattan College.....	1863	Col...	F.	C.	S.	R.	10,790
4603	New York City (Ward's Island).	Manhattan State Hospital, East.	1896	Asy...	F.	C.	F.	B.	1,902
4604	New York City (16 Beaver st.).	Maritime Exchange Library*	1874	Mer ..	F.	C.	Fr.	R.	1,800
4605	New York City (39 Broadway).	Medico-Legal Society Li- brary.*	1872	Law ..	F.	C.	Fr.	R.	1,500
4606	New York City (13 Astor place).	Mercantile Library Associa- tion.	1820	Gen ..	O.	C.	S.	B.	231,809
4607	New York City (150 5th ave.).	Methodist Library.....	1852	Theo ..	F.	C.	Fr.	R.	5,000
4608	New York City (5th ave. and 60th st.).	Metropolitan Club Library*..	1894	Soc...	F.	C.	F.	B.	2,000
4609	New York City (Central Park).	Metropolitan Museum of Art.	1880	Hist ..	F.	C.	Fr.	R.	7,323
4610	New York City (Governor's Is- land).	Military Service Institute Li- brary.*	1879	Gar...	F.	C.	Fr.	B.	10,000
4611	New York City (226 E. 16th st.).	Monthly Meeting of Friends of New York.	1881	Soc...	F.	C.	S. Fr.	B.	1,441
4612	New York City (3080 3d ave.).	Morris High School.....	1898	Sch...	F.	T.	Fr.	B.	3,756
4613	New York City (Bedford Park).	Mount St. Ursula Academy...	1854	Sch...	F.	C.	Fr.	B.	1,993
4614	New York City (32 Nassau st.).	Mutual Life Insurance Com- pany Law Library.	.....	Law ..	F.	C.	Fr.	B.	10,708
4615	New York City....	Neighborhood Settlement....	.....	Gen ..	R.	T. D.	F.	B.	2,651
4616	New York City (17-21 W. 43d st.).	New York Academy of Medi- cine.	1847	Med ..	O.	C.	Fr.	B.	80,000
4617	New York City (Central Park, south).	New York Athletic Club	1885	Soc...	F.	C.	S.	R.	6,119
4618	New York City (Bronx Park).	New York Botanical Garden.	1895	Sci....	F.	C.	Fr.	R.	13,500
4619	New York City (846 7th ave.).	New York Caledonian Club..	1856	Soc...	O.	C.	S.	B.	3,000
4620	New York City (Westchester).	New York Catholic Protect- ory (Female Department).	1873	Sch...	F.	D.	Fr.	B.	1,900
4621	.....do.....	New York Catholic Protect- ory (Male Department).	1865	Sch...	F.	D.	Fr.	B.	6,500
4622	New York City (241 Lenox ave.).	New York Collegiate Insti- tute.	.....	Sch...	F.	C.	Fr.	B.	1,000
4623	New York City (225 W. 30th st.).	New York Colored Mission...	1865	Soc...	F.	C.	F.	R.	1,000
4624	New York City (222 2d ave.).	New York Eye and Ear In- firmmary.	1892	Med ..	F.	C.	Fr.	R.	1,288
4625	New York City (226 W. 58th st.).	New York Genealogical and Biographical Society.	1869	Soc...	O.	C.	S.	R.	5,546

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
500	200					\$1,000			George A. Kohut.....	4596
	94	9,860							Mrs. M. H. Winn.....	4597
	8								Bro. A. Joseph.....	4598
	15	515				150			James Dettmann.....	4599
250						1,000			Curtis Bell.....	4600
	4,463	198,207							S. X. Schottenfels.....	4601
3,382	70	2,000				230			B. Aurelian.....	4602
83		2,618								4603
										4604
2,000										4605
	5,442	93,953				27,121	\$19,000	\$500,000	W. T. Peoples.....	4606
5,000									Joseph C. Thomas.....	4607
						100				4608
398	298					2,216			Wm. L. Andrews.....	4609
1,000										4610
		160							John Cox, jr.....	4611
50	646	4,000		\$557		557			Bertha F. Hathaway.....	4612
851	41					38			Mother M. Fidelis.....	4613
	1,255								William J. C. Berry.....	4614
	163	10,921				11			Claribel Egbert.....	4615
20,000	3,000				\$9,000	25,000	380,828	284,426	John S. Browne.....	4616
	677					1,950			Henry A. S. Upton.....	4617
	1,500								Anna Murray Vail.....	4618
									S. Sandison.....	4619
200	50								Sister M. Antoninus.....	4620
800	300	4,000							Brother William.....	4621
										4622
	729								Margaret W. Symmes.....	4623
6,000									Wm. L. Dennett.....	4624
6,147						5,892		28,500	Hamilton B. Tompkins..	4625

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4626	New York City (170 2d ave.).	New York Historical Society.	1804	Hist..	O.	C.	F.	R.	125,000
4627	New York City (63d st. and ave. A).	New York Homeopathic Medical College.	1880	Med..	F.	C.	Fr.	B.	6,500
4628	New York City (Randall's Is- land).	New York House of Refuge..	1825	Asy...	F.	C.	F.	B.	2,369
4629	New York City (5 Livingston pl.).	New York Infirmary for Wo- men and Children.	.....	Med..	F.	C.	Fr.	B.	1,134
4630	New York City (412 9th ave.).	New York Institution for the Blind.*	1831	Asy...	F.	C.	Fr.	B.	5,726
4631	New York City (Broadway and W. 163d st.).	New York Institution for the Instruction of the Deaf and Dumb.	1829	Asy...	F.	C.	Fr.	B.	9,882
4632	New York City (176th st. and Amsterdam ave.).	New York Juvenile Asylum..	1851	Asy...	F.	T.	Fr.	B.	1,000
4633	New York City (P. O. building).	New York Law Institute.....	1828	Law..	F.	C.	S.	B.	59,197
4634	New York City (35 Nassau st.).	New York Law School.....	1891	Law..	R.	C.	Fr.	R.	10,193
4635	New York City (116 Nassau st.).	New York Press Club.....	1874	Soc...	R.	C.	Fr.	R.	6,000
4636	New York City (Broadway and Beaver st.).	New York Produce Exchange.	1872	Mer..	F.	C.	Fr.	R.	2,000
4637	New York City (40 Lafayette pl.).	New York Public Library ^a ...	1895	Gen..	O.	T. C.	F.	B.	924,351
4638	New York City (109 University pl.).	New York Society Library...	1754	Soc...	O.	C.	S. Fr.	B.	100,000
4639	New York City (85th st. and Madison ave.).	New York Society of Peda- gogy.*	1894	Soc...	F.	C.	S.	B.	1,500
4640	New York City (64 Madison ave.).	New York State Medical As- sociation.	.....	Med..	R.	C.	F.	R.	30,000
4641	New York City (1st ave., 67th and 68th sts.).	New York Trade School.....	.....	Sch...	F.	C.	Fr.	B.	1,000
4642	New York City (119th st. and 2d ave.).	New York Training School for Teachers.	1898	Sch...	F.	T.	Fr.	B.	2,601
4643	New York City (85th st. and Lexington ave.).	New York Turnverein.....	1855	Soc...	F.	C.	S.	C.	3,000
4644	New York City (Univ. Heights).	New York University.....	1831	Col...	O.	C.	Fr.	B.	76,612
4645	New York City (32 Waverly place).	Law Library.....	1834	Law..	F.	C.	Fr.	R.	16,510
4646	New York City (141 W. 54th st.).	New York American Vet- erinary College.	1875	Med..	F.	C.	Fr.	R.	1,300
4647	New York City (32 Waverly place).	Pedagogy Library.....	1890	Col...	F.	C.	Fr.	B.	5,591
4648	New York City (67 Madison ave.).	New York Yacht Club*.....	1844	Soc...	F.	C.	S.	R.	3,500
4649	New York City (69th st. and Park ave.).	Normal College.....	1886	Sch...	F.	T.	Fr.	B.	8,046
4650	New York City (416 E. 72d st.).	Normal College Alumnae Set- tlement.	1896	Soc...	R.	C.	F.	B.	2,290
4651	New York City (63 Second ave.).	Oliver Church.....	1891	Gen..	F.	C.	F.	C.	4,175

* Statistics of 1900.

^a Including 19 branches.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
.....	3, 324	.....	.....	.....	.....	\$12, 789	\$100, 000	.....	Robert H. Kelby.....	4626
15, 000	.....	.....	.....	.....	.....	.....	.....	.....	George Jansen	4627
.....	.....	.....	.....	.....	\$57	57	11, 000	.....	.....	4628
.....	133	40	.....	.....	.....	.....	.....	.....	.....	4629
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4630
27, 252	603	4, 043	.....	.....	.....	.....	4, 326	.....	Thomas F. Fox, M. A ..	4631
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4632
.....	1, 667	.....	.....	.....	.....	.....	.....	.....	William H. Winters.....	4633
.....	272	.....	.....	.....	.....	1, 061	.....	.....	Thomas L. Thompson ..	4634
.....	200	.....	.....	.....	.....	5, 000	5, 000	.....	Paul Weir	4635
3, 000	.....	.....	.....	.....	.....	.....	.....	.....	James H. Partrick	4636
224, 622	56, 967	2, 801, 331	.....	\$120, 809	.....	306, 306	3, 500, 000	.....	J. S. Billings, director ..	4637
.....	2, 984	27, 995	.....	.....	11, 708	20, 414	259, 504	\$150, 000	Frank B. Bigelow	4638
150	150	1, 200	.....	.....	.....	.....	.....	.....	.....	4639
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4640
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4641
.....	143	11, 312	.....	.....	.....	.....	.....	.....	.....	4642
1, 000	500	700	.....	.....	.....	.....	.....	.....	S. Oppenhym.....	4643
.....	9, 252	1, 594	.....	.....	3, 488	4, 333	77, 500	1, 152, 675	Leslie J. Tompkins	4644
.....	662	.....	.....	.....	.....	4, 254	.....	.....	.....	4645
.....	25	.....	.....	.....	.....	.....	.....	.....	Wm. C. Miller.....	4646
.....	463	2, 148	.....	.....	.....	1, 490	.....	.....	.....	4647
.....	600	.....	.....	.....	.....	.....	.....	.....	.....	4648
5, 000	885	6, 669	.....	.....	.....	.....	.....	.....	Edith Rice	4649
.....	455	8, 059	.....	.....	.....	.....	.....	.....	Mary Plumb.....	4650
.....	69	5, 063	.....	.....	.....	.....	.....	.....	Frederick Rarihle.....	4651

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4652	New York City (16 Gramercy Park).	Players Library	1888	Soc ...	F.	C.	S.	R.	3,000
4653	New York City (135 E. 15th st.).	Prison Association of New York.	1865	Asy...	O.	C.	Fr.	R.	1,060
4654	New York City (Blackwells Is- land.).	Protestant Episcopal City Mission Society.	1877	Asy...	F.	D.	Fr.	C.	1,500
4655	New York City (Westchester).	Public School No. 14, Bronx Borough.	.....	Sch...	F.	T.	Fr.	B.	1,862
4656	New York City (Tottenville).	Public School No. 1, Rich- mond Borough.	1890	Sch...	F.	T.	Fr.	B.	1,100
4657	New York City (Stapleton).	Public School No. 14, Rich- mond Borough.	1896	Sch...	F.	T.	Fr.	B.	1,845
4658	New York City (W. New Brigh- ton).	Public School No. 18, Rich- mond Borough.	.....	Sch...	F.	T.	Fr.	B.	1,000
4659	New York City (200 Monroe st.).	Public School No. 31, Man- hattan Borough.	.....	Sch...	F.	T.	Fr.	B.	2,058
4660	New York City (176-180 W. 75th st.).	Rayson's (Misses) School for Girls.	1895	Sch...	F.	C.	Fr.	B.	1,500
4661	New York City (233 Fifth ave.).	Reform Club	1888	Soc ...	F.	C.	Fr.	B.	14,000
4662	New York City (54 W. 40th st.).	Republican Club of the City of New York.	1887	Soc ...	F.	C.	Fr.	R.	1,400
4663	New York City (Kingsbridge).	Riverdale Library	1884	Mer...	O.	T. D.	F.	B.	5,054
4664	New York City (Westchester).	Sacred Heart Academy	1883	Sch...	F.	C.	S.	B.	1,225
4665	New York City (208-10 E. 4th st.).	St. Aloysius Library	1852	Gen ..	F.	C.	S.	B.	5,000
4666	New York City (609 Fifth st.).	St. Francis Hospital	1866	Asy...	F.	D.	F.	C.	1,508
4667	New York City (233 E. 36th st.).	St. Gabriel's Academy	1860	Sch...	F.	C.	Fr.	R.	1,500
4668	New York City (207 E. 16th st.).	St. George's Free Circulating Library.	1893	Gen ..	F.	C.	F.	C.	3,000
4669	New York City (Fordham, 193th st.).	St. John's College	1841	Col ...	O.	C.	S.	B.	50,000
4670	New York City (Westchester).	St. Joseph's Institute for Deaf Mutes.	.....	Asy ..	F.	C.	Fr.	B.	2,500
4671	New York City (8 E. 46th st.).	St. Mary's School	1890	Sch...	F.	C.	Fr.	B.	4,000
4672	New York City (139 Henry st.).	St. Theresa's Ursuline Acad- emy.*	1874	Sch...	F.	C.	F.	R.	1,000
4673	New York City (34 W. 60th st.).	Spaulding Literary Union	1885	Gen ..	O.	C.	Fr.	R.	1,000
4674	New York City (6 W. 48th st.).	Spence (Miss) School for Girls.	1893	Sch...	F.	C.	Fr.	B.	4,000
4675	New York City (59th st. and Park ave.).	Superintendent of schools....	1902	Sch...	F.	T.	Fr.	B.	4,217
4676	New York City (192 Third ave.).	Technical Society of New York.	1880	Sci ...	R.	C.	S. Fr.	B.	3,000
4677	New York City (48 Henry st.).	Tenement House Chapter Library.	1895	Gen ..	R.	T.	F.	B.	2,274
4678	New York City (Tottenville).	Tottenville Library	1899	Gen ..	R.	T. C.	F.	B.	2,896
4679	New York City (320 Broadway).	Typhothete of the City of New York.	1892	Soc ...	F.	C.	Fr.	R.	2,000
4680	New York City (1 E. 39th st.).	Union League Club	1863	Soc ...	F.	C.	S.	R.	11,000
4681	New York City (237 E. 104th st.).	Union Settlement	1895	Gen ..	F.	C.	F.	B.	2,814

* Statistics of 1900.

Stats of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of Librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
									Edwin B. Child.....	4652
1,500										4653
300	225								Richard E. Evans.....	4654
	70	500							Philip O'Ryan.....	4655
		1,550							N. J. Lowe	4656
	496									4657
90										4658
	76	41,600							Margaret F. O'Connell ..	4659
										4660
12,000									Walter T. Stephenson ..	4661
180	200					\$450				4662
50	25	1,025		\$50	\$50	915		\$2,400	Francis H. Thorn.....	4663
	25					40			Brother Lucidius.....	4664
									Henry Jung	4665
	18								Sister Josephine.....	4666
500		250							Sister M. Vincentia.....	4667
		5,958				168			Emma A. Bays.....	4668
	300					400		60,000	John A. Jansen, S. J.	4669
									Ellen H. Flaherty	4670
	50								Sisters of St. Mary	4671
										4672
100	50					250		20,000	Chas. Osborne	4673
									Ella C. Williams.....	4674
	1,890								C. G. Leland	4675
500									Felix Mueller	4676
	239	12,962	\$950	100	100	1,176			Bertha Miller.....	4677
300	637	14,206		1,216		1,326			L. C. McCormick	4678
1,000									Henry V. Boyer	4679
	270					3,500			William B. Child	4680
	565	16,388				1,022			Marion S. Morse.....	4681

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4682	New York City (700 Park ave.).	Union Theological Seminary.	1836	Theo .	O.	C.	Fr.	B.	80,000
4683	New York City (54th st. and 5th ave.).	University Club	1879	Soc ...	F.	C.	S.	R.	19,742
4684	New York City (184 Eldridgest.).	University Settlement	1887	Gen ..	R.	T.	F.	B.	7,039
4685	New York City (160 W. 74th st.).	Veltin's (Miss) School* .....	.....	Sch ...	F.	C.	F.	B.	1,000
4686	New York City (36 E. 12th st.).	Wadleigh High School	1897	Sch ...	F.	T.	Fr.	B.	2,350
4687	New York City (526 E. 76th st.).	Webster Free Library	1895	Gen ..	O.	C.	F.	B.	12,455
4688	New York City (9 E. 8th st.).	Woman's Library	1873	Gen ..	F.	C.	F.	B.	1,500
4689	New York City (311 E. B'dway).	Young Men's Benevolent Association.	1899	Gen ..	O.	C.	F.	B.	9,478
4690	New York City (317 W. 56th st.).	Y. M. C. A. Library	1852	Y. M. .	O.	C.	Fr.	B.	51,136
4691	New York City (Westchester and Bergen ave).	Young Men's Christian Union	1839	Soc ...	F.	C.	Fr.	B.	1,000
4692	New York City (Lexington ave. and 92d st.).	Young Men's Hebrew Asso- ciation.	1874	Soc ...	O.	C.	F.	R.	7,405
4693	New York City (7 E. 15th st.).	Young Woman's Christian Association.	1870	Y. W. .	F.	T. C.	F.	B.	32,200
4694	New York Mills...	Union Free School No. 1.....	.....	Sch ...	F.	T.	F.	B.	1,000
4695	Niagara Falls.....	De Veaux School	1857	Sch ...	F.	C.	Fr.	B.	1,900
4696	.....do.....	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,171
4697	.....do.....	Public Library	1895	Gen ..	O.	T.	F.	B.	12,573
4698	Niagara Univ.....	Niagara University.....	1864	Col ..	F.	C.	Fr.	B.	14,000
4699	.....do.....	Seminary Dept. (R. C.) .....	.....	Theo .	F.	C.	Fr.	R.	1,300
4700	North Chili	A. M. Chesbrough Seminary* ..	1869	Sch ...	F.	C.	F.	B.	2,000
4701	North Cohocton...	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,000
4702	North Easton	Burton Library	1895	Gen ..	F.	T.	F.	B.	1,378
4703	North Tarrytown...	Union School .....	.....	Sch ...	F.	T.	F.	B.	1,800
4704	North Tonawanda	Public Library	1893	Gen ..	F.	T. D.	F.	B.	5,433
4705	.....do.....	Y. M. C. A. Library	1893	Y. M. .	F.	C.	S. Fr.	B.	1,100
4706	Norwich	Follett Memorial Law Lib ..	1902	Law ..	R.	T.	Fr.	R.	6,000
4707	.....do.....	School District (Guernsey Memorial Library).	1872	Sch ...	O.	T. D.	Fr.	B.	4,500
4708	Nunda	Public High School	1846	Sch ...	F.	T.	Fr.	B.	2,400
4709	Nyack	Nyack Library	1879	Gen ..	O.	T.	F.	B.	5,594
4710	.....do.....	Rockland Military Academy ..	.....	Sch ...	F.	C.	Fr.	B.	1,000
4711	.....do.....	Union School	1880	Sch ...	F.	T.	F.	B.	1,766
4712	Oakfield	Public High School	1892	Sch ...	O.	T.	F.	B.	1,200
4713	Ogdensburg	Public Library	1893	Gen ..	F.	T.	F.	B.	13,843
4714	Olean	Forman Library	1871	Gen ..	O.	T. C.	S. Fr.	B.	6,140
4715	.....do.....	Public High School	1850	Sch ...	F.	T.	Fr.	B.	2,939
4716	Oneida .....	.....do.....	.....	Sch ...	F.	T.	F.	B.	6,330
4717	Oneonta	Public Library	1892	Gen ..	R.	T.	F.	B.	6,950
4718	.....do.....	State Normal School	1890	Sch ...	F.	T.	Fr.	B.	3,000
4719	Onondaga Valley ..	Onondaga Academy (Alex- andrian Library).	1811	Sch ...	F.	T.	F.	B.	1,300
4720	Orchard Park	Public High School .....	.....	Sch ...	F.	T.	F.	B.	1,000
4721	Ossining	Dr. Holbrook's School	1896	Sch ...	F.	C.	Fr.	B.	3,000
4722	.....do.....	Mount Pleasant Academy	1814	Sch ...	F.	C.	Fr.	B.	12,000
4723	.....do.....	Ossining Seminary for Girls ..	1867	Sch ...	F.	C.	Fr.	B.	2,000
4724	.....do.....	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	2,624
4725	.....do.....	Public Library	1893	Gen ..	R.	T.	F.	B.	6,530
4726	.....do.....	Sing Sing Prison	1842	Asy ..	F.	T.	F.	B.	8,511
4727	Oswego	City Library	1853	Gen ..	O.	T.	F.	R.	16,454
4728	.....do.....	Public School .....	.....	Sch ...	F.	T.	F.	B.	6,775
4729	.....do.....	S. Normal and Training Sch ..	1879	Sch ...	F.	T.	Fr.	B.	15,500
4730	Ovid	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,161

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW YORK—CON.								
4731 Owego	Coburn Free Library	1895	Gen ..	R.	T.	F.	B.	10,000
4732 ..do.....	Free Academy .....	.....	Sch ..	F.	T.	Fr.	B.	1,200
4733 Oxford	Oxford Memorial Library	1900	Gen ..	O.	T.	Fr.	B.	4,600
4734 Oyster Bay	Free Library	1894	Gen ..	O.	T. C.	F.	B.	4,378
4735 Palatine Bridge	Free School* .....	.....	Sch ..	F.	T.	F.	B.	1,500
4736 Palenville	Rowena Memorial School	1900	Sch ..	F.	T.	F.	B.	1,200
4737 Palmyra	Classical High School	1857	Sch ..	F.	T.	F.	B.	3,720
4738 ..do.....	King's Daughters' Free Lib.	1901	Gen ..	R.	C.	F.	B.	1,000
4739 Parish	Public High School	1874	Sch ..	F.	T.	Fr.	B.	1,122
4740 Patchogue	Public High School	1870	Sch ..	F.	T.	F.	B.	1,989
4741 ..do.....	Public Library	1899	Gen ..	R.	T.	F.	B.	2,000
4742 Peekskill	Field Library	1887	Gen ..	O.	D.	F.	B.	8,000
4743 ..do.....	Peekskill Military Academy .....	.....	Sch ..	F.	C.	Fr.	B.	1,522
4744 ..do.....	St. Gabriel's School .....	.....	Sch ..	F.	C.	Fr.	B.	3,000
4745 Pelham Manor	Suburban School for Girls* .....	.....	Sch ..	F.	C.	F.	B.	1,500
4746 Penn Yan	Public Library	1895	Gen ..	F.	T.	F.	C.	3,842
4747 Perry	Public High School	1854	Sch ..	F.	T.	F.	B.	2,000
4748 Phelps	Union and Classical High Sch. .....	.....	Sch ..	F.	T.	Fr.	B.	1,140
4749 Philadelphia	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
4750 Philmont	Public Library	1893	Gen ..	F.	T.	F.	B.	1,879
4751 Phoenix	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,132
4752 Piermont	Improvement Association .....	.....	Gen ..	R.	T. C.	F.	C.	2,229
4753 Pinebush	Public Library	1899	Gen ..	F.	T. C.	F.	B.	1,172
4754 Pine Plains	Free Library	1874	Gen ..	R.	T.	F.	B.	2,591
4755 Plattsburg	D'Youville Academy* .....	.....	Sch ..	F.	C.	F.	B.	1,000
4756 ..do.....	Public High School	1891	Sch ..	F.	T.	F.	R.	1,895
4757 ..do.....	Public Library	1894	Gen ..	F.	T.	F.	B.	4,635
4758 ..do.....	Public School .....	.....	Sch ..	F.	T.	Fr.	B.	4,922
4759 ..do.....	St. Peter's Church	1903	Gen ..	F.	C.	F.	C.	1,000
4760 ..do.....	State Normal and Training School	1890	Sch ..	F.	T.	Fr.	R.	3,946
4761 Poplaridge	Hazard Library	1885	Gen ..	O.	C.	F.	B.	3,500
4762 Port Byron	Free School and Academy*	1860	Sch ..	F.	T.	Fr.	B.	1,000
4763 Port Chester	Library and Reading Room	1876	Gen ..	O.	C.	F.	B.	2,236
4764 ..do.....	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,517
4765 ..do.....	School District Library*	1845	Sch ..	F.	T.	F.	B.	1,770
4766 Port Henry	Sherman Free Library	1887	Gen ..	O.	T. D.	F.	B.	6,521
4767 Port Jervis	Free Library	1892	Gen ..	O.	T.	F.	B.	13,775
4768 ..do.....	Minisink Valley Hist. Soc.	1889	Hist ..	F.	T. C.	F.	R.	1,424
4769 Port Leyden	Union School	1894	Sch ..	F.	T.	Fr.	B.	1,194
4770 Port Richmond	Public High School* .....	.....	Sch ..	F.	T.	Fr.	C.	2,000
4771 Portville	Union School	1880	Sch ..	F.	T.	F.	B.	1,040
4772 Port Washington	Free Library	1895	Gen ..	O.	T. C.	F.	B.	1,125
4773 Potsdam	Clarkson Sch. of Technology .....	.....	Col ..	F.	C.	Fr.	B.	1,444
4774 ..do.....	Public Library and Reading Room	1896	Gen ..	O.	T.	F.	B.	3,620
4775 ..do.....	State Normal and Training School	1869	Sch ..	F.	T.	Fr.	B.	5,889
4776 Poughkeepsie	City Library (Adrianne Me- morial Library)	1843	Gen ..	O.	T.	F.	B.	26,000
4777 ..do.....	Vassar Brothers' Hospital (Fisher Library)	1898	Med ..	F.	C.	Fr.	R.	6,000
4778 ..do.....	Vassar College	1865	Col ..	O.	C.	Fr.	B.	45,500
4779 Prattburg	Franklin Acad. and High Sch.	1823	Sch ..	F.	T.	E.	B.	2,500
4780 Pulaski	Pulaski Academy	1854	Sch ..	F.	T. C.	S. Fr.	B.	2,550
4781 Randolph	Chamberlain Institute (Helen Culver Library)*	1855	Sch ..	F.	C.	F.	B.	2,440
4782 Red Hook	Public Library	1898	Gen ..	R.	T.	F.	B.	1,156
4783 Rensselaer	Public Library	1893	Gen ..	F.	T.	F.	C.	2,675
4784 Rhinebeck	Starr Institute	1860	Gen ..	O.	D.	F.	B.	6,000
4785 Richburg	Union School	1887	Sch ..	F.	T.	F.	B.	2,020
4786 Richfield Springs	Public High School	1885	Sch ..	F.	T.	Fr.	B.	1,400
4787 Riverhead	Free Library	1896	Gen ..	R.	T. C.	F.	B.	1,457
4788 Rochester	Academy of the Sacred Heart	1854	Sch ..	F.	C.	S.	R.	1,833
4789 ..do.....	Appellate Division Law Li- brary (Fourth Dept.)	1846	Law ..	F.	T.	F.	R.	24,813
4790 ..do.....	Central Library	1862	Gen ..	O.	T.	F.	B.	35,499

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	200	24,000							Mrs. J. B. Worthington
238	140	21,689	\$600	\$106		\$740		\$5,000	Mary A. Arrison
	378	6,843		100		502		5,250	Louise Denton
	10	1,200							
	150								
300	67	415	117	116		233			William J. Deans
	252	7,857		100		755			Mrs. Antonio R. Seeley
500	160	700	25	25		50			Eva E. Conant
300	75		75	75		150			W. E. Gordon
150	300	7,497	600	100		1,037			Edith A. Terry
	250	11,000			\$685	733	\$14,000	1,500	Julia A. Sprague
100									D. M. Orleman
	331	12,020	300	200		545			Henrietta Hicks
	40	1,000							Miss E. B. Briggs
	355	2,975	50	54		109			
	76	1,712	21	22		43			Vera H. Beaman
	108	6,310	200	100		500			Adelaide E. Haring
	269	4,267		100		238			Mrs. Joel Whitten
		3,025	167			167			Frank Eno
30		100							Jane J. Edwards
1,000	554	35,271		600		630			E. S. Hall
	232		78	55		133			
	400	2,352				150			J. N. Pelletier
	606								Anne O'Brien
50	75	868			160	160		750	Dexter Wheeler
	176	13,257			1,185	1,259	5,000	16,000	Carrie B. Studwell
	33	5,536	24			24			
	374	9,650	200	100		1,164	20,000		Flora J. Collins
	568	33,458	3,000	100		3,142		25,000	Elisabeth G. Thorne
	79			50		150			W. L. Cuddeback
	151	1,426	25	25		50			Irving L. Farr
100	6	855							Fred R. Darling
	67	2,133		25		50		5,000	Wilhelmina M. Mitchell
50	442	12,630	1,200	100		1,614		300	William Kernan
	139								Florence R. Curtis
	2,588	87,853		9,082		9,082		100,000	John C. Sickley
4,000									
5,000	2,746								Frances A. Wood
1,000	40	100	50	50		100			J. M. Scoville
250		3,091	56			106			Charles M. Bean
360	21	1,700				103	1,500		
	152	4,095	80	80		255			
30	212	10,020	425	100		525			W. A. Cuzner
	140	99,060			1,212	1,212	20,000	15,000	Wesley I. Miller
300	60	1,800	32	33		65			J. M. Reed
200	153	1,450	53	58		111			Albert H. Watkins
	186	4,880		100		372			Ruth H. Tutthill
100	20	350							K. E. Cantwell
	1,220			3,000		3,500			
	455	114,772		3,153		3,364			Katherine J. Dowling

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NEW YORK—CON.								
4791 Rochester.....	East High School.....	1849	Sch.....	F.	T.	Fr.	R.	3,904
4792 ..do.....	Livingston Park Seminary.....	1873	Sch.....	F.	C.	Fr.	B.	1,000
4793 ..do.....	Nazareth Convent and Acad.....	1873	Sch.....	F.	C.	Fr.	R.	4,817
4794 ..do.....	Power's Law Library.....	1885	Law.....	O.	C.	Fr.	R.	10,000
4795 ..do.....	Reynolds Library.....	1884	Gen.....	O.	C.	F.	B.	51,500
4796 ..do.....	Rochester Historical Society.....	1887	Gen.....	O.	C.	S. Fr.	R.	3,935
4797 ..do.....	Rochester Theological Sem.....	1851	Theo.....	F.	C.	Fr.	B.	32,081
4798 ..do.....	St. Bernard's Seminary.....	1892	Theo.....	O.	C.	Fr.	R.	12,000
4799 ..do.....	State Industrial School.....	1890	Asy.....	F.	T.	F.	B.	1,482
4800 ..do.....	University of Rochester.....	1850	Col.....	O.	C.	Fr.	B.	40,774
4801 ..do.....	Western New York Institu- tion for Deaf Mutes.....	1876	Asy.....	F.	C.	F.	B.	8,800
4802 Rockville Center.....	Public Library.....	1894	Gen.....	F.	T.	F.	B.	3,029
4803 Rome.....	Jervis Library.....	1894	Gen.....	O.	T. C.	F.	B.	12,674
4804 ..do.....	Public High School.....	1894	Sch.....	F.	T.	Fr.	B.	1,910
4805 ..do.....	St. Peter's Academy.....	1873	Sch.....	F.	C.	Fr.	B.	1,250
4806 ..do.....	Young Men's Christian Assoc.....	1860	Y. M.....	F.	C.	S.	C.	1,000
4807 Roslyn.....	Bryant Circulating Library.....	1878	Gen.....	O.	C.	S. Fr.	C.	1,000
4808 Round Lake.....	Free Library.....	1903	Gen.....	O.	T. C.	F.	B.	2,341
1809 ..do.....	Summer Institute*.....	1886	Sch.....	F.	T. C.	Fr.	B.	1,807
4810 Rouses Point.....	Union Free School.....	1880	Sch.....	F.	T.	Fr.	B.	2,432
4811 Rye.....	Free Reading Room.....	1889	Gen.....	O.	C.	S. Fr.	B.	2,208
4812 Sag Harbor.....	Union School.....	1870	Sch.....	F.	T.	F.	B.	1,355
4813 St. Joansville.....	Public High School.....	1891	Sch.....	F.	T.	Fr.	B.	1,030
4814 St. Regis Falls.....	Union School.....	1871	Sch.....	F.	T.	Fr.	B.	1,146
4815 Salamanca.....	Public High School.....	1875	Sch.....	F.	T.	F.	B.	2,739
4816 Salem.....	Bancroft Public Library.....	1891	Gen.....	O.	T. C.	F.	B.	7,000
4817 ..do.....	Washington Academy.....	1871	Sch.....	F.	T.	Fr.	B.	1,750
4818 Sandy Hill.....	Public High School.....	1871	Sch.....	F.	T.	F.	B.	2,120
4819 Saranac Lake.....	Public High School.....	1886	Sch.....	F.	T.	F.	B.	2,000
4820 Saratoga Springs.....	Fourth Judicial Dist. Law Lib.....	1886	Law.....	R.	T.	F.	R.	6,100
4821 ..do.....	Public High School.....	1886	Sch.....	F.	T.	Fr.	B.	1,600
4822 ..do.....	Public Library*.....	1867	Gen.....	R.	T.	F.	B.	4,000
4823 ..do.....	St. Faith's School.....	1891	Sch.....	F.	C.	Fr.	B.	2,867
4824 ..do.....	Saratoga Athenæum.....	1885	Gen.....	R.	C.	S.	B.	6,000
4825 Saugerties.....	Public High School.....	1894	Sch.....	F.	T.	Fr.	B.	3,018
4826 ..do.....	Public Library.....	1894	Gen.....	R.	T.	F.	B.	4,329
4827 Savannah.....	Public High School.....	1894	Sch.....	F.	T.	F.	B.	1,666
4828 Schenectady.....	Free Public Library*.....	1894	Gen.....	R.	T. C.	F.	B.	8,363
4829 ..do.....	Public High School.....	1854	Sch.....	F.	T.	Fr.	B.	1,500
4830 ..do.....	Union College.....	1795	Col.....	O.	C.	Fr.	R.	35,460
4831 ..do.....	Y. M. C. A. Library*.....	1875	Y. M.....	F.	C.	S.	B.	1,965
4832 Schoharie.....	Public High School.....	1894	Sch.....	F.	T.	Fr.	B.	1,390
4833 Schuylerville.....	Free Library.....	1900	Gen.....	R.	T.	F.	B.	2,000
4834 ..do.....	Public School*.....	1874	Sch.....	F.	T.	F.	B.	1,000
4835 Scottsville.....	Public High School.....	1895	Sch.....	F.	T.	F.	B.	1,127
4836 Sea Cliff.....	Public Library.....	1895	Gen.....	R.	T.	F.	B.	2,149
4837 Seneca Falls.....	Library Association.....	1891	Gen.....	R.	T. C.	F.	B.	4,284
4838 ..do.....	Mynderse Academy.....	1867	Sch.....	F.	T.	Fr.	B.	2,380
4839 Shelter Island.....	Public Library.....	1885	Gen.....	O.	T.	S. Fr.	B.	2,954
4840 Sherburne.....	Public High School.....	1895	Sch.....	F.	T.	Fr.	B.	1,542
4841 ..do.....	Public Library.....	1895	Gen.....	F.	T.	F.	B.	3,186
4842 Sherman.....	Public High School.....	1895	Sch.....	F.	T.	F.	B.	1,200
4843 Shortsville.....	M. M. Busk Free Library and Reading Room.....	1890	Gen.....	O.	D.	F.	B.	1,681
4844 Sidney.....	Public High School.....	1886	Sch.....	F.	T.	F.	B.	5,500
4845 Silver Creek.....	Public High School.....	1840	Sch.....	F.	T. C.	Fr.	B.	3,125
4846 Sinclairville.....	Free Library.....	1870	Gen.....	F.	C.	F.	B.	1,788
4847 ..do.....	Woman's Library Society.....	1889	Gen.....	F.	C.	S. Fr.	C.	1,025
4848 Skaneateles.....	Library Association.....	1877	Gen.....	O.	C.	S.	B.	11,168
4849 ..do.....	Public High School.....	1877	Sch.....	F.	T.	Fr.	B.	1,752
4850 Solvay.....	Union and High School*.....	1895	Sch.....	F.	T.	F.	B.	1,390
4851 Somers.....	Somers Library.....	1875	Gen.....	O.	C.	S. Fr.	B.	2,034
4852 Southampton.....	Rogers Memorial Library.....	1894	Gen.....	O.	T. C.	F.	B.	7,000
4853 ..do.....	Union School.....	1892	Sch.....	F.	T.	Fr.	B.	1,700
4854 South Glens Falls.....	Public High School.....	1896	Sch.....	F.	T.	Fr.	B.	1,180
4855 Spring Valley.....	Public High School.....	1898	Sch.....	F.	T.	Fr.	B.	1,399

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
175	1,220			\$941		\$941			Albert H. Wilcox.	4791
	179					237			Mrs. Eurith T. Rebasz.	4792
5,440	1,483	8,026			\$16,000	16,000	\$500,000	\$25,000	Sister M. Berchmans	4793
500	62								James M. Angle	4794
5,432	598				2,337	2,369	52,000		Alfred S. Collins.	4795
	512								Jane E. Rochester	4796
	32			31		31			Walter R. Betteridge	4797
4,200	2,089	5,172			1,250	5,111	25,000	100,000	P. Prosper Libert	4798
	200	4,000							Charles Hoeing	4800
									Helen C. McNall.	4801
	235	11,591	\$300	100		559			Sarah S. Field	4802
	925	45,322		1,500	1,101	2,785	21,926	20,000	Eugenie Stevens.	4803
										4804
										4805
	31	96				296		10,000	A. H. Greeley	4806
	163	5,893		70		533		1,500	J. H. Bogart	4807
200	13	301		25		50	20,000		L. E. Lodewick	4808
										4809
	395	1,657				1,166		20,000	Jennie E. Worden	4810
150	50	1,800	50			50				4811
	75									4812
	85		25	25		85			J. I. Tallman	4813
62	163	3,583	200			200			Helen M. Hevenor.	4814
	180	7,444								4815
										4816
10	100	2,400		375		378			Mary McNeil	4817
	150	1,056		337		337			Ralph F. Weld	4818
	100			600		690			J. E. Salisbury	4819
										4820
	300	14,000	450	100		550				4821
	830								Eleanor Shackelford	4822
	100					1,000			Elizabeth Brazee	4823
308	67	3,866	75			75				4824
200	258	17,617	702	100		991			Fred N. Moulton	4825
	71	1,249		63		63			Florence D. Strong	4826
400	1,261	49,274	1,500	200		3,113				4827
600										4828
	511	1,003							Arthur Marvin	4829
						37			Joseph R. Brown, jr.	4830
										4831
	144	8,311	500	100		642			Miss L. M. Vaughan.	4832
100	113		55	25		80				4833
50	250	1,059	50			128			Burr G. Eells.	4834
	320	7,890		400		574			Edna May Dibbell.	4835
	255	11,969		100		900			Ellen F. Wickes	4836
1,420	122	1,582	81	24		105			C. W. Rice	4837
50	211	5,496		100		154		950	Belle P. Crook	4838
300	51	125		78		78			Mary L. Isbell	4839
2,209	246	4,936	100	100		328			Martha R. Merrihew	4840
100									Nina B. Cobb.	4841
	50	2,068				55		7,000	Mrs. S. Buck	4842
										4843
	209	7,246	150	150		300			Sarah M. Tabor	4844
	225	5,000		107	107	214			Edwin J. Howe	4845
	42	883				47			Abbie Scott Doty	4846
100	26	1,500							Miss H. J. Chasc.	4847
	236	5,607				1,221	4,300	18,000	Lydia A. Cobane	4848
100	50	2,500	25	25		100				4849
	150	1,200	102	100		202				4850
	24	640				53				4851
	501	15,300		100	1,051	1,265	13,000	18,000		4852
50	200	900	75	75		150			J. G. Peck	4853
1,100	60	2,500	25	25		50			Walter J. Greene	4854
	138	1,334	25	25		110			Adalade Hodges.	4855

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building —	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—con.								
4856	Springville	Griffith Inst. and Union School	1827	Sch...	F.	T.	F.	B.	6,000
4857	do.	Public Library	1893	Gen	F.	T.	F.	B.	5,230
4858	Stamford	Seminary and Union School	1870	Sch...	F.	T.	Fr.	B.	3,344
4859	Stanfordville	Christian Biblical Institute	1872	Theo	F.	C.	Fr.	R.	2,550
4860	Stillwater	Public High School	1886	Sch...	F.	T.	F.	B.	1,592
4861	Stockton	Mary E. Seymour Memorial Free Library.	1899	Gen	O.	T. C.	F.	B.	1,570
4862	Syracuse	Academy of the Sacred Heart*	.....	Sch...	F.	C.	Fr.	B.	1,500
4863	do.	Court of Appeals	1849	Law	F.	T.	F.	R.	25,000
4864	do.	Onondaga County Orphan Asylum (White Library).	1885	Asy	F.	T. C.	F.	B.	1,200
4865	do.	Public High School	1859	Sch...	F.	T.	Fr.	B.	5,362
4866	do.	Public Library	1855	Gen	O.	T.	F.	B.	61,097
4867	do.	St. John's Catholic Academy.	1867	Sch...	F.	C.	Fr.	B.	1,898
4868	do.	Syracuse Classical School .....	.....	Sch...	F.	C.	Fr.	B.	1,000
4869	do.	Syracuse University	1871	Col	O.	C.	F.	B.	51,744
4870	do.	College of Medicine	1872	Med	F.	C.	Fr.	R.	6,635
4871	do.	Wm. C. Ruger Law Lib	1899	Law	F.	C.	F.	R.	1,810
4872	do.	Young Men's Christian Assn.	1886	Y. M.	F.	C.	Fr.	R.	2,500
4873	Tarrytown	Home Institute *	.....	Sch...	F.	C.	Fr.	B.	1,000
4874	do.	Irving Institute	1891	Sch...	F.	C.	Fr.	B.	3,000
4875	do.	Mason's (Miss C. E.) School *	.....	Sch...	F.	C.	Fr.	B.	1,000
4876	do.	Washington Irving High Sch.	1886	Sch...	F.	T.	F.	B.	3,202
4877	do.	Young Men's Lyceum Free Public Library.*	1869	Gen	R.	C.	F.	B.	4,234
4878	Theresa	Free Library	1900	Gen	F.	T.	F.	B.	1,644
4879	Tianderoga	Public High School	1885	Sch...	F.	T.	F.	B.	1,000
4880	do.	Public Library	1900	Gen	R.	T.	F.	B.	1,333
4881	Tonawanda	Public Library	1880	Gen	F.	T.	F.	B.	4,444
4882	Troy	Children's Free Circu. Lib	1894	Gen	R.	D.	F.	B.	2,230
4883	do.	Emma Willard School (Troy Female Seminary).	1821	Sch...	F.	C.	Fr.	R.	2,365
4884	do.	La Salle Institute	1853	Sch...	F.	C.	Fr.	B.	3,048
4885	do.	Public High School	1865	Sch...	F.	T.	Fr.	B.	1,715
4886	do.	Public Library	1835	Gen	O.	C.	F.	B.	43,000
4887	do.	Rensselaer Polytechnic Inst.	1824	Col	O.	C.	Fr.	B.	6,787
4888	do.	Rensselaer Soc. of Engineers.	1866	Soc.	R.	C.	Fr.	R.	1,000
4889	do.	St. Peter's Academy	1888	Sch...	F.	C.	S. Fr.	B.	2,000
4890	do.	Troy Academy .....	.....	Sch...	F.	C.	Fr.	B.	1,150
4891	do.	Y. M. C. A. Library	1885	Y. M.	F.	C.	S. Fr.	B.	1,000
4892	do.	Young Women's Association.	1895	Gen	F.	T. D.	F.	B.	1,906
4893	Trumansburg	Union School	1892	Sch...	F.	T.	F.	B.	1,200
4894	Tuxedo Park	Tuxedo Park Library	1902	Gen	O.	C.	F.	B.	2,500
4895	Unadilla	Public High Sch. and Acad.	1880	Sch...	F.	T.	F.	B.	2,878
4896	Union	Union School	1883	Sch...	F.	T.	Fr.	B.	1,500
4897	Union Springs	Oakwood Seminary	1796	Sch...	F.	C.	Fr.	R.	2,200
4898	do.	Public High School	1890	Sch...	F.	T.	F.	B.	1,600
4899	do.	Springport Free Library	1898	Gen	R.	T. C.	F.	B.	1,195
4900	Utica	Deutscher Leseverein	1847	Gen	R.	C.	S. Fr.	C.	3,500
4901	do.	Female Academy *	.....	Sch...	F.	C.	Fr.	R.	2,000
4902	do.	Free Academy	1843	Sch...	F.	T.	Fr.	R.	2,359
4903	do.	Fifth Judicial Dist. Law Lib.	1876	Law	F.	T.	F.	R.	7,825
4904	do.	Oneida Historical Society	1876	Hist	O.	C.	S. Fr.	R.	7,644
4905	do.	Public Library	1893	Gen	F.	T.	F.	B.	36,605
4906	do.	Utica Catholic Academy .....	.....	Sch...	F.	C.	Fr.	B.	2,000
4907	do.	Utica State Hospital	1843	Med	F.	T.	F.	R.	6,784
4908	do.	Y. M. C. A. Library	1889	Y. M.	F.	C.	Fr.	B.	1,800
4909	Valatie	Public High School	1889	Sch...	F.	T.	Fr.	B.	1,650
4910	Vernon	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,375
4911	Victor	Public High Sch. (Clark Lib.).	.....	Sch...	F.	T.	F.	B.	1,247
4912	Walden	Public Library	1901	Gen	R.	T. D.	F.	B.	1,155
4913	do.	Public School	1890	Sch...	F.	T.	Fr.	B.	1,075
4914	Walton	Union School	1858	Sch...	F.	T.	Fr.	B.	2,500
4915	do.	William B. Ogden Free Lib.	1899	Gen	O.	T. C.	F.	B.	2,718
4916	Wappingers Falls.	Grinnell Library Association.	1867	Gen	O.	C.	S.	B.	6,717
4917	Warrensburg	Public High School	1888	Sch...	F.	T.	Fr.	B.	1,691
4918	do.	Richards Library	1901	Gen	O.	T. C.	Fr.	B.	2,480

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public appropriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
300	225		\$150	\$100		\$250			Geo. A. Bolles
	157	19,963	475	100		580			Lucy A. Bensley
572	24					79			Lester Howard
100	100	1,796	50	50		100			Henry J. Gibson
255	276	2,342		100		323		\$5,000	F. Florelle Seymour
	500			1,920		1,920			T. L. R. Morgan
1,872	332	4,238	206	145		412			M. S. Pattison
	5,150	152,956		31,369		31,369		200,000	Ezekiel W. Mundy
710	35	300				50			Sr. M. Columbina
24,086	2,248	6,355				5,940	\$100,000	40,000	Henry O. Sibley
2,700	314								J. W. Marlow
	66								Frank R. Walker
26	728	2,000	200	25		225			Louise Foote
		10,843				1,086	5,000		
40	199	4,408	150	100		291			Celia E. Whitney
100	100	2,000	100	90		280			Fred V. Lester
116	256	6,382	450	100		550			Mabel F. Malcolm
	424	7,408	100	100		200			Ada M. Rork
38	243	18,060				907			Marie J. Stande
200	16								Caroline L. Warr
400	75	810				50			Brother Paphylinus
200	12	635		5		5			Julia F. McGahan
	1,872	61,508			\$3,755	3,755		150,000	De Witt Clinton
4,125	146	101							John W. Nugent
100	60	50							William S. Lozier
	30	6,000							Anna Nugent
100	200					370			J. G. Murdoch
	35	500				25			
500	139	5,397		55		186			Kate A. Farnham
				150		150			Louise M. Stone
	200	6,806						16,000	Amy F. Sutton
395	203	6,369		350		368			Mary Elliott
70		600	50	30		80			J. L. Lusk
	79	350							Saml. H. Hodgkin
	200	528	50	50		100			Geo. F. Barford
	79	3,027		60		363			
	150	500				150			J. C. Schreiber
100				600		680			Viola Cook
9,691	63				805	1,578	17,308		Isaac P. Bielby
5,538	2,671	132,632	11,500	200		12,231			Dana W. Bigelow
									C. M. Underhill
	16								
200	10	500	73	73		156			W. L. Millias
				25		25			Sara M. Harrington
		12,001		100		840			Hattie E. Stevens
500		600							J. R. Fairgrieve
70	305	15,478		100	407	507	7,100	15,000	Lewis E. Steele
	66	8,041				713		20,000	Mrs. E. A. Howarth
	38	53							Ezra W. Benedict
	324	12,503	100	100		235			Marv S. Crandall

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NEW YORK—CON.								
4919	Warsaw	Public High School	1853	Gen ..	F.	T.	F.	B.	5,381
4920	Warwick	Warwick Institute	1848	Sch ..	F.	T.	Fr.	B.	1,360
4921	do.	Y. M. C. A. Public Library	1879	Y. M.	F.	C.	F.	B.	1,035
4922	Waterford	Public High School *	1895	Sch ..	F.	T.	F.	C.	3,000
4923	Waterloo	Library and Historical Soc.	1875	Hist ..	O.	T. C.	F.	B.	7,249
4924	do.	Public High School	1875	Sch ..	F.	T.	Fr.	B.	1,400
4925	Watertown	Public School	1875	Sch ..	F.	T.	F.	B.	4,695
4926	do.	Y. M. C. A. Library	1875	Y. M.	F.	C.	S. Fr.	B.	1,000
4927	Waterville	Public Library	1894	Gen ..	O.	T.	F.	C.	2,953
4928	Watervliet	Post Lib., Watervliet Arsenal.	1840	Gar ..	F.	T.	F.	B.	1,000
4929	do.	Public High School	1900	Sch ..	F.	T.	Fr.	B.	1,000
4930	Watkins	Public High School *	1895	Sch ..	R.	T.	F.	B.	3,300
4931	do.	Public Library	1895	Gen ..	R.	T.	F.	B.	4,088
4932	Waverly	Public High School	1894	Sch ..	F.	T.	F.	B.	3,750
4933	Webster	Public High School	1875	Sch ..	F.	T.	Fr.	B.	1,400
4934	Weedsport	Public High School	1858	Sch ..	F.	T.	Fr.	B.	1,635
4935	Wellsville	Public High School	1875	Sch ..	F.	T.	Fr.	B.	1,400
4936	do.	Public Library	1894	Gen ..	F.	T.	F.	B.	6,500
4937	West Albany	Y. M. C. A. (Railroad Dept.)	1879	Y. M.	F.	C.	Fr.	B.	1,500
4938	Westfield	Patterson Library	1896	Gen ..	F.	T. C.	F.	B.	12,648
4939	do.	Public High School	1869	Sch ..	F.	T.	F.	B.	2,670
4940	West Hampton Beach.	Public Library	1888	Gen ..	O.	T. C.	F.	B.	1,300
4941	W. New Brighton	Westerleigh Collegiate Inst.	1892	Sch ..	F.	C.	Fr.	B.	1,164
4942	Westpoint	United States Military Acad.	1802	Col ..	O.	T.	Fr.	B.	50,000
4943	Westport	Circulating Library	1885	Gen ..	O.	T. C.	F.	B.	2,840
4944	West Winfield	Free Library	1894	Gen ..	F.	T.	F.	B.	2,517
4945	do.	Public High School	1875	Sch ..	F.	T.	Fr.	B.	1,800
4946	Whitehall	Public High School	1884	Sch ..	F.	T.	Fr.	B.	1,600
4947	White Plains	Public High School	1875	Sch ..	F.	T.	Fr.	B.	1,660
4948	do.	Public Library	1889	Gen ..	O.	T.	F.	B.	6,655
4949	do.	Westchester County Law Lib.	1861	Law ..	F.	T.	F.	R.	3,500
4950	Willard	Willard State Hospital *	1869	Asy ..	F.	T.	Fr.	R.	3,288
4951	Wilson	Public High School	1863	Sch ..	F.	T.	F.	B.	2,113
4952	Windsor	Public High School	1868	Sch ..	F.	T.	F.	B.	1,037
4953	Wolcott	Leavenworth Institute and Wolcott High School.	1875	Sch ..	F.	T.	Fr.	B.	1,089
4954	Worcester	Public High School	1889	Sch ..	F.	T.	F.	B.	1,000
4955	Wyoming	Free Library	1888	Gen ..	O.	D.	F.	B.	4,483
4956	Yonkers	Hollywood Inn	1893	Soc ..	O.	C.	S.	B.	5,331
4957	do.	Public High School	1883	Sch ..	F.	T.	Fr.	R.	1,122
4958	do.	Public Library	1893	Gen ..	F.	T.	F.	C.	18,710
4959	do.	St. Joseph's Seminary	1896	Theo ..	O.	C.	S.	R.	22,500
4960	do.	Woman's Institute Free Cir- culating Library.	1880	Gen ..	F.	C.	F.	B.	4,351
	NORTH CAROLINA.								
4961	Asheville	Bingham School	1792	Sch ..	F.	C.	S.	B.	3,000
4962	do.	Bishop Atkinson Library	1881	Theo ..	F.	C.	F.	B.	2,254
4963	do.	Library Association	1879	Gen ..	O.	C.	S. Fr.	B.	5,000
4964	do.	Normal and Collegiate Inst.	1892	Sch ..	F.	C.	Fr.	R.	2,000
4965	do.	Public High School	1888	Sch ..	F.	D.	Fr.	B.	2,000
4966	Augusta	Hodges School	1888	Sch ..	F.	C.	Fr.	B.	1,000
4967	Beaufort	St. Paul's School	1875	Sch ..	F.	C.	Fr.	B.	3,000
4968	Belmont	St. Mary's College	1878	Col ..	F.	C.	S.	B.	7,700
4969	do.	Sacred Heart Academy	1875	Sch ..	F.	C.	Fr.	R.	1,000
4970	Buies Creek	Buies Creek Academy *	1895	Sch ..	F.	C.	F.	R.	2,000
4971	Chapel Hill	University of North Carolina.	1800	Col ..	F.	C.	Fr.	B.	40,200
4972	do.	Law Department	1875	Law ..	F.	C.	Fr.	R.	2,000
4973	Charlotte	Biddle University	1874	Col ..	F.	C.	Fr.	B.	17,000
4974	do.	Carnegie Library	1903	Gen ..	O.	T.	F.	B.	3,000
4975	do.	Elizabeth College	1875	Col ..	F.	C.	Fr.	B.	1,000
4976	do.	Y. M. C. A. Library	1874	Y. M.	F.	C.	Fr.	B.	2,685
4977	Como	Buekhorn Academy	1875	Sch ..	F.	T.	Fr.	B.	1,000
4978	Concord	Laura Sunderland Memorial School *.	1875	Sch ..	F.	C.	Fr.	B.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of Librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
400	285	10,729	\$200			\$259			Helen M. Cameron	4919
	160	1,255	82	\$81		163			Genevieve Crissey	4920
300	82	828		100		331			F. V. Sanford	4921
	450	10,097	200	200		400				4922
	84	8,023	401	100	\$571	1,169	\$10,000	\$12,000	Lula M. Clark	4923
										4924
24	165	14,576	616			666			Frank S. Tisdale	4925
	50	300			200	4,200	4,000		C. F. Coykendale	4926
120	225	8,085	100	100	60	275	1,000	1,500		4927
		500			60	20				4928
		1,386							E. Jennie Morey	4929
300	150	4,500	300	250		600				4930
	314	9,946	300	100		400			Frederick Davis	4931
	199	12,418	445	100		545			E. B. Robbins	4932
100	130	4,000	65	65		133			E. E. Collister	4933
	113	1,568	75	75		150			L. R. Hopkins	4934
										4935
	1,030	8,000		600		600			Louise A. Brown	4936
		1,783								4937
150	666	23,153		100		7,339	100,000		Frances D. Patterson	4938
25	50	250	25	25		50			Preston K. Pattison	4939
300		900		60		155		600	Anna M. Smith	4940
										4941
	3,792		13,500			13,500			Edward S. Holden	4942
		4,200		75		303			Mrs. Frank B. Royce	4943
300	117	2,776	50	50		114		2,000	Wm. G. Siddell	4944
										4945
		3,000		100		100			W. W. Howe	4946
										4947
	741	37,903	1,920	100		2,073		14,000	Clara F. Hopper	4948
200	100								G. Albert Thompson	4949
										4950
120	50	2,500	100	50		150			A. M. Mellroy	4951
35	57								Lena M. Houghtaling	4952
										4953
500	100	2,300	50	50		100			H. L. Tipple	4954
	327	6,500				408	522		Constance N. J. Wheeldon	4955
	324	11,316							Sarah L. Galloupe	4956
50	100		121			121			Lynette Tompkins	4957
	1,844	79,534		4,000		4,363			Helen M. Blodgett	4958
3,000	250					775			J. Bruneau	4959
500	630	10,754		100		1,179			Bertha Trube	4960

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
NORTH CAROLINA— continued.								
4979	Concord.....	Public High School	Sch....	F.	T.	Fr.	B.	1,000
4980	.....do.....	Scotia Seminary.....	1896	Sch....	F.	C.	Fr.	2,500
4981	Conover.....	Concordia College.....	1885	Sch....	F.	C.	Fr.	4,500
4982	Crescent.....	Academy and Business Col.....	1896	Sch....	F.	C.	Fr.	2,100
4983	Dallas.....	Gaston College.....	.....	Col....	F.	C.	Fr.	1,000
4984	Davidson.....	Davidson Col. (Union Lib.).....	1885	Col....	F.	C.	S. Fr.	20,000
4985	Durham.....	Graded and High School.....	.....	Sch....	F.	T.	Fr.	2,000
4986	.....do.....	Public Library.....	1897	Gen....	O.	T.	Fr.	4,500
4987	.....do.....	Trinity College.....	1840	Col....	O.	C.	S.	28,500
4988	Elon College.....	Elon College.....	1892	Col....	F.	C.	Fr.	1,975
4989	Farm School.....	Asheville Farm School.....	1893	Sch....	F.	D.	Fr.	1,800
4990	Fayetteville.....	Cross Creek Lodge, No. 4, I. O. O. F.*.....	1844	O. F....	F.	C.	Fr.	3,001
4991	.....do.....	Donaldson-Davidson Acad.....	.....	Sch....	F.	C.	Fr.	1,000
4992	Franklinton.....	Franklinton Christian College.....	1880	Sch....	F.	C.	Fr.	1,800
4993	Garysburg.....	Public High School	1888	Sch....	F.	T.	Fr.	1,000
4994	Goldsboro.....	Public High School .....	.....	Sch....	F.	T.	Fr.	3,500
4995	Greensboro.....	A. and M. Col. for the Col. Race.....	.....	Col....	F.	T.	Fr.	1,000
4996	.....do.....	Public School*.....	1890	Sch....	F.	T.	Fr.	5,000
4997	.....do.....	State Normal and Indus. Col.....	1892	Sch....	F.	C.	Fr.	3,000
4998	Guilford College.....	Guilford College.....	1837	Col....	F.	C.	Fr.	5,000
4999	Hickory.....	Claremont Female College.....	.....	Col....	F.	C.	Fr.	2,000
5000	.....do.....	Lenoir College.....	1891	Col....	F.	C.	S. Fr.	1,500
5001	Highlands.....	Hudson Free Library.....	1884	Gen....	F.	C.	Fr.	1,000
5002	Kenly.....	Public High School .....	.....	Sch....	F.	T.	Fr.	1,200
5003	Ledger.....	Good-Will Free Library.....	1887	Gen....	O.	C.	F.	8,000
5004	Lenoir.....	Pioneer Library.....	1875	Gen....	F.	C.	S. Fr.	2,555
5005	Littleton.....	Female College.....	1882	Col....	F.	C.	S.	1,200
5006	Louisburg.....	Louisburg Female College.....	.....	Sch....	F.	C.	Fr.	1,600
5007	Marshallberg.....	Graham Academy.....	.....	Sch....	F.	C.	Fr.	1,000
5008	Mebane.....	Bingham School	1891	Sch....	R.	C.	Fr.	1,500
5009	Morganton.....	North Carolina Institution for the Deaf and Dumb.....	1895	Asy....	F.	T.	Fr.	1,700
5010	Mount Pleasant.....	Mount Amoena Female Sem.....	.....	Sch....	F.	C.	Fr.	1,000
5011	.....do.....	North Carolina College.....	1897	Col....	F.	C.	Fr.	4,000
5012	Murfreesboro.....	Chowan Baptist Female In- stitute Library*.....	.....	Col....	F.	C.	Fr.	2,500
5013	Newton.....	Catawba College.....	.....	Col....	F.	C.	Fr.	2,200
5014	Oakridge.....	Oak Ridge Institute.....	1892	Sch....	F.	C.	Fr.	3,250
5015	Oxford.....	Hornor School*.....	.....	Sch....	F.	C.	Fr.	1,500
5016	.....do.....	Oxford Female Seminary.....	.....	Col....	F.	C.	Fr.	1,000
5017	Raleigh.....	Baptist Female University.....	.....	Col....	F.	C.	Fr.	1,450
5018	.....do.....	College of Agriculture and Mechanic Arts*.....	1891	Col....	F.	T.	Fr.	3,000
5019	.....do.....	North Carolina Institution for the Education of the Deaf, Dumb, and Blind.....	.....	Asy....	F.	T.	Fr.	4,500
5020	.....do.....	Olivia Raney Library.....	1900	Gen....	O.	C.	F.	6,290
5021	.....do.....	St. Augustine's School (Ben- son Library).....	1896	Sch....	F.	C.	Fr.	3,000
5022	.....do.....	St. Mary's School.....	1842	Sch....	F.	C.	S.	3,500
5023	.....do.....	Shaw University.....	1865	Col....	F.	C.	Fr.	3,300
5024	.....do.....	State Library.....	1820	State..	F.	T.	Fr.	34,000
5025	.....do.....	Supreme Court Library.....	1812	Law....	F.	T.	Fr.	14,600
5026	Ramseur.....	Ramseur High School*.....	.....	Sch....	F.	C.	Fr.	1,000
5027	Rocky Mount.....	University School*.....	.....	Sch....	F.	C.	Fr.	1,000
5028	Rutherford College.....	Rutherford College*.....	1853	Col....	F.	C.	Fr.	5,000
5029	Reidsville.....	Graded and High School.....	.....	Sch....	F.	T.	Fr.	1,000
5030	Salem.....	Salem Female Acad. and Col.....	.....	Col....	F.	C.	Fr.	6,000
5031	Salisbury.....	Livingstone College.....	.....	Col....	F.	C.	Fr.	8,000
5032	.....do.....	Public High School	1899	Sch....	F.	T.	Fr.	2,000
5033	Tarboro.....	Union High School.....	.....	Sch....	F.	T.	Fr.	1,000
5034	Trinity.....	High School.....	1888	Sch....	F.	C.	Fr.	1,100
5035	Wake Forest.....	Wake Forest College.....	1837	Col....	O.	C.	Fr.	16,300
5036	.....do.....	Law School.....	.....	Law....	F.	C.	Fr.	1,000
5037	Waynesville.....	Waynesville Library.....	1891	Gen....	F.	C.	S. Fr.	2,150

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
										4979
								\$500		4980
1,500	80	160							H. B. Hemmeter	4981
1,500	200	900				\$300			J. M. L. Lyerly	4982
	200					850			Archibald Currie	4983
										4984
										4985
400		17,280								4986
10,000	12,500					26,240		\$45,000	J. P. Breedlove	4987
	40					38			O. W. Johnson	4988
	25					35				4989
										4990
250									Z. A. Post	4991
250									J. W. Blacknall	4992
										4993
	500			\$500		600				4994
	137				\$300	300			Annie F. Petty	4995
									Julia S. White	4996
500	150					90			Arthur L. Moser	4997
500	10	800				7				4998
										4999
425	325	5,000							A. W. Willis	5000
						66			Frances C. Harper	5001
						266			Lucile Aiken	5002
										5003
										5004
										5005
										5006
										5007
										5008
										5009
										5010
										5011
										5012
	25					50			Clarence Woods	5013
3,000	500	2,000				400			J. M. Moser	5014
										5015
	213	2,500								5016
										5017
										5018
										5019
										5020
130	540	28,000								5021
										5022
	100									5023
350	420								A. W. Pegues	5024
8,000	1,100								M. O. Sherrill	5025
	544									5026
										5027
2,000										5028
										5029
										5030
										5031
										5032
										5033
800	70					80			J. T. Henry	5034
5,000	804					1,000		10,000	G. W. Paschal	5035
										5036
500	150	1,000				150			Amelia P. Butler	5037

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	NORTH CAROLINA— continued.								
5038	Weaverville	Weaverville College.....	1880	C. Soc.	F.	C.	Fr.	R.	1,200
5039	West Raleigh	North Carolina Col. of Agri- culture and Mechanic Arts.	1890	Col...	F.	T.	Fr.	B.	3,500
5040	Whitsett	Whitsett Institute		Sch...	F.	C.	Fr.	B.	2,500
5041	.....do.....	Y. M. C. A. Library *	1855	Y. M.	R.	C.	S.	B.	4,000
5042	Wilmington	Public Library		Y. M.	O.	C.	S.	B.	5,000
5043	Winston-Salem	Salem Female Acad. and Col.	1804	Col...	F.	C.	Fr.	R.	7,000
5044	.....do.....	West Salem Public School....	1886	Sch...	F.	T.	Fr.	B.	3,268
	NORTH DAKOTA.								
5045	Agricultural Col. .	North Dak. Agricultural Col.	1890	Col...	F.	T.	F.	B.	8,700
5046	Bismarck	North Dakota State*	1889	State	F.	T.	Fr.	R.	13,400
5047	.....do.....	Public High School		Sch...	F.	T.	Fr.	B.	1,000
5048	.....do.....	State Educational Library	1896	State	F.	T.	F.	B.	3,000
5049	Buxton	Public High School		Sch...	F.	T.	Fr.	B.	2,163
5050	Casselton	Public Library *	1897	Gen.	R.	C.	S.	B.	1,200
5051	Devils Lake	Public Library	1899	Gen.	F.	C.	S. Fr.	B.	2,210
5052	Dickinson	Public School	1891	Sch...	F.	T.	F.	B.	1,000
5053	Ellendale	Public High School	1871	Sch...	F.	T.	Fr.	B.	1,269
5054	Fargo	Fargo College	1890	Col...	F.	C.	S.	B.	4,300
5055	.....do.....	Masonic Grand Lodge.....	1880	Mas.	F.	C.	F.	R.	3,000
5056	.....do.....	Public Library	1899	Gen.	O.	T.	F.	B.	1,789
5057	Grand Forks	Northwestern Normal Col.*		Sch...	F.	T.	Fr.	B.	1,000
5058	.....do.....	Public Library	1899	Gen.	O.	T.	F.	C.	2,230
5059	.....do.....	Saint Bernard's College	1898	Sch...	F.	C.	S. Fr.	B.	1,000
5060	Hillsboro	Public High School*		Sch...	F.	T.	F.	C.	1,100
5061	Jamestown	Public School	1883	Sch...	F.	T.	F.	B.	1,206
5062	Lakota	Circulating Library *		Gen.	R.	C.	Fr.	B.	1,660
5063	.....do.....	Public School	1899	Sch...	F.	T.	F.	R.	1,000
5064	Larimore	Public High School	1890	Sch...	F.	T.	F.	R.	1,250
5065	Mayville	Public Library	1900	Gen.	O.	T.	F.	B.	1,130
5066	.....do.....	State Normal School		Sch...	F.	T.	Fr.	B.	2,000
5067	University	University of North Dakota..	1871	Col...	F.	T.	S. Fr.	B.	8,252
5068	Valley City	State Normal School	1892	Sch...	F.	T.	F.	B.	3,000
5069	Wahpeton	Red River Valley University.	1892	Col...	F.	C.	Fr.	R.	2,000
	OHIO.								
5070	Ada	Ohio Northern University....	1871	Sch...	F.	C.	S.	B.	10,000
5071	.....do.....	Franklin Literary Soc.	1871	Soc...	F.	C.	S.	B.	3,300
5072	.....do.....	Philomathean Society.....	1871	Soc...	F.	C.	Fr.	B.	1,700
5073	Akron	Buchtel College	1870	Col...	F.	C.	Fr.	R.	7,000
5074	.....do.....	Edith Lawrence High School.	1893	Sch...	F.	D.	Fr.	B.	1,000
5075	.....do.....	Eva Hill Parish Library.....	1888	Soc...	F.	F.	C.	C.	4,500
5076	.....do.....	Public Library	1873	Gen.	O.	T.	F.	B.	22,186
5077	Alliance	Mount Union College	1889	Col...	F.	C.	Fr.	B.	7,700
5078	.....do.....	Public School *	1885	Gen.	F.	T.	F.	C.	1,936
5079	.....do.....	Public Library	1901	Gen.	O.	T.	F.	B.	3,000
5080	Ashland	Ashland College	1900	Sch...	F.	C.	S. Fr.	R.	1,000
5081	.....do.....	Library Association	1899	Gen.	R.	T. D.	F.	B.	1,942
5082	.....do.....	Public School		Sch...	F.	T. D.	F.	B.	1,170
5083	Ashtabula	Free Public Library	1895	Gen.	O.	T.	F.	B.	5,900
5084	Ashtabula (Har- bor Station).	Harbor Special School	1894	Sch...	F.	D.	F.	B.	1,000
5085	Athens	Ohio University	1804	Col...	F.	C.	Fr.	B.	17,000
5086	.....do.....	Public School	1888	Sch...	F.	T.	F.	B.	1,115
5087	Austenburg	Grand River Institute	1831	Sch...	F.	T.	S.	B.	2,000
5088	Barkeyville	Barkeyville Academy		Sch...					1,500
5089	Barnesville	Public School	1882	Sch...	F.	T.	S.	B.	2,000
5090	Bellaire	Public High School	1896	Sch...	F.	T.	Fr.	B.	2,000
5091	Bellevue	Public Library	1891	Gen.	O.	C.	Fr.	B.	1,800
5092	Berea	Baldwin Univ. Mem. Lib.		Col...	O.	C.	S.	B.	8,000
5093	.....do.....	German Wallace College	1861	Col...	F.	C.	F.	B.	2,100
5094	.....do.....	Public School		Sch...	F.	D.	S.	R.	1,100
5095	Bowling Green	Public School		Sch...	F.	T.	Fr.	B.	1,000
5096	Brooklyn	St. Stanislaus's Novitiate	1897	Soc...	F.	C.	Fr.	R.	4,000

* Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
OHIO—continued.								
5097 Bryan.....	Public Library.....	1883	Gen..	F.	C.	S. Fr.	B.	3,150
5098 Bucyrus.....	Memorial Library.....	1894	Gen..	O.	T.	F.	B.	3,158
5099 ..do.....	Public School.....	1890	Sch...	F.	T.	F.	B.	1,300
5100 Cadiz.....	Public Library.....	1880	Gen..	R.	T. C.	S. Fr.	B.	5,950
5101 Canal Dover.....	Public School.....	1896	Sch...	F.	D.	Fr.	B.	1,000
5102 Canfield.....	Northeastern Ohio Normal School.*	1883	Col...	F.	C.	Fr.	B.	1,500
5103 ..do.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,500
5104 Canton.....	Public Library Association...	1884	Gen..	R.	T.	F.	B.	7,327
5105 Cardington.....	Ladies' Public Library.....	1877	Gen..	F.	C.	S.	C.	1,700
5106 Carey.....	Dickerson Public Library.....	1894	Gen..	F.	T.	F.	B.	1,100
5107 Carthage.....	Longview Hospital for the Insane.	1861	Asy...	F.	C.	Fr.	C.	3,000
5108 ..do.....	Public School.....	1890	Sch...	F.	T.	Fr.	B.	1,100
5109 Carthagena.....	St. Charles Borromeo Theo- logical Seminary.	1860	Theo.	F.	C.	Fr.	R.	10,000
5110 Cedar Point.....	St. Gregory Seminary.....	1892	Sch...	F.	C.	Fr.	R.	7,500
5111 Cedarville.....	Cedarville College.....	1895	Col...	F.	C.	Fr.	R.	1,000
5112 ..do.....	Library Association.....	1891	Gen..	F.	C.	S. Fr.	B.	1,399
5113 Celina.....	Mercer County Law Library.....	1896	Law..	F.	C.	S. Fr.	R.	1,000
5114 ..do.....	Shakespeare Public Library.....	1899	Gen..	F.	C.	S.	B.	1,030
5115 Chagrin Falls.....	Public High School.....	.....	Sch...	F.	D.	Fr.	C.	1,094
5116 Chesterhill.....	Chesterfield High School.....	1890	Sch...	F.	T.	Fr.	C.	1,125
5117 Chillicothe.....	Public Library.....	1848	Gen..	O.	T.	F.	B.	25,360
5118 Cincinnati.....	Acad. of Med. of Cincinnati.....	.....	Med..	F.	C.	Fr.	R.	3,000
5119 Cincinnati (Clif- ton).	Academy of the Sacred Heart.....	1873	Sch...	F.	C.	S.	B.	3,000
5120 Cincinnati.....	Bartholomew Clifton School.....	1876	Sch...	F.	C.	Fr.	B.	2,500
5121 ..do.....	Butler's (Miss) School.....	.....	Sch...	F.	C.	S.	R.	1,000
5122 ..do.....	Cincinnati Hosp. Med. Lib.....	1874	Med..	F.	C.	Fr.	R.	13,654
5123 ..do.....	Cincinnati Law Lib. Assoc.....	1847	Law..	F.	T. C.	Fr.	R.	27,000
5124 ..do.....	Cincinnati Museum Assoc.....	1881	Sci...	F.	C.	Fr.	R.	2,447
5125 Cincinnati, Sta. O.	Cincinnati Observatory.....	1843	Sci...	F.	T.	Fr.	R.	2,800
5126 Cincinnati.....	Cincinnati Soc. of Nat. Hist.....	1870	Sci...	F.	C.	Fr.	R.	7,000
5127 ..do.....	Cincinnati Turngemeinde.....	1848	Soc...	F.	C.	Fr.	B.	3,300
5128 ..do.....	Cuvier Club*.....	1871	Gen..	O.	C.	Fr.	R.	1,200
5129 ..do.....	Educational Institute*.....	.....	Sch...	F.	C.	Fr.	R.	1,000
5130 ..do.....	Hebrew Union College.....	1875	Theo.	F.	C.	Fr.	B.	16,000
5131 ..do.....	Historical and Philosophical Society of Ohio.	1831	Hist..	R.	C.	Fr.	B.	17,429
5132 ..do.....	House of Refuge.....	1852	Asy...	F.	C.	Fr.	R.	1,200
5133 ..do.....	Hughes High School.....	1851	Sch...	F.	T.	Fr.	B.	3,000
5134 ..do.....	Lane Theological Seminary (Smith Memorial Library).	1829	Theo.	F.	C.	F.	B.	21,000
5135 ..do.....	Linwood Public School.....	1898	Sch...	F.	T.	Fr.	B.	1,600
5136 ..do.....	Lloyd Library and Museum.....	.....	Sci...	O.	C.	F.	R.	20,000
5137 Cincinnati (Sta. R)	Lockland Public School.....	1890	Sch...	F.	T.	Fr.	R.	1,000
5138 Cincinnati.....	Lupton's (Miss) Sch. for Girls.....	1881	Sch...	R.	C.	Fr.	B.	2,000
5139 ..do.....	McDonald Educational Insti- tute, Y. M. C. A. Law Lib.	.....	Law..	F.	C.	Fr.	R.	1,000
5140 ..do.....	Mussey Medical and Scien- tific Library.	1874	Med..	F.	C.	Fr.	R.	6,064
5141 Cincinnati (Court and Moundsts.).	Notre Dame Academy.....	1867	Sch...	F.	C.	Fr.	R.	6,000
5142 Cincinnati, "The Summit" (E. Walnut Hills).	Notre Dame Academy.....	1889	Sch...	F.	C.	S.	B.	1,300
5143 Cincinnati.....	Ohio Commandery Loyal Legion.	.....	Soc...	F.	C.	S.	R.	1,200
5144 ..do.....	Ohio Mechanics' Institute.....	1828	Sch...	F.	C.	S. Fr.	R.	5,000
5145 Cincinnati (Col- lege Hill).	Ohio Military Institute.....	1890	Sch...	F.	C.	Fr.	B.	3,000
5146 Cincinnati.....	Public Library of Cincinnati.....	1855	Gen..	O.	T.	F.	B.	221,448
5147 ..do.....	Pulte Medical College.....	1875	Med..	F.	C.	Fr.	B.	2,500
5148 ..do.....	St. Francis College.....	1858	Sch...	F.	C.	Fr.	B.	1,300
5149 ..do.....	St. Joseph's College.....	1871	Sch...	F.	C.	Fr.	R.	1,500
5150 ..do.....	St. Mary's Female Educa- tional Institute.	.....	Sch...	F.	C.	Fr.	B.	1,300

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
5,000	96	3,440							Alice M. Walt.	5097
	240	12,955		\$900	\$16	\$846	\$400	\$700	Augusta M. McCracken	5098
200	10	2,050		25		28			J. J. Bliss.	5099
	140	5,715	\$400			541			Ella M. Ward.	5100
500	100					3			Fanny F. Oldroyd	5101
						200				5102
	280	25,465								5103
	95	1,050	305			32	100		Mary P. Martin	5104
						310			Clare Banker	5105
									Mabel Newhard	5106
		1,600				125				5107
500	50					100			Gregory Jussel	5108
										5109
200	10					10			Henry Brinkmeyer.	5110
						100			Mary O. Eddy	5111
	288			500		560			Bertha Mitchell	5112
						190			Frank V. Short	5113
	203					186			Elizabeth Cook	5114
	50					26			D. W. McGlennan	5115
5,640	860	73,387	650	900	150	1,732	500	12,000	Aaron T. Smith	5116
									Burton E. Stevenson	5117
100	25					20			Arch I. Carson	5118
									Madam F. Elder	5119
										5120
2,000	270	78				1,100			P. S. Conner, M. D	5121
	1,250						20,000		Edwin Gholson.	5122
3,775										5123
800	65								J. G. Porter	5124
							59,000		Leon G. Tedesche	5125
250	5	850							Otto Herrmann.	5126
										5127
										5128
300	1,000	500							S. Mannheim.	5129
65,336	244					2,270	43,960		Catharine W. Lord	5130
										5131
	75	730								5132
	1,500				1,000	1,000			Eleanor C. O'Connell	5133
										5134
10,000	10	1,000								5135
	30								William Holden	5136
										5137
										5138
4,382	4								N. D. C. Hodges	5139
										5140
500	100									5141
		700				20				5142
										5143
500										5144
5,000	150								Mary L. Harkness	5145
										5146
41,136	16,648	745,658	114,147		961	118,030	17,300	200,000	N. D. C. Hodges	5147
										5148
135	50								Rev. Bernard Nurre	5149
									J. M. Scherer, C. S. C	5150

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
OHIO—continued.								
5151 Cincinnati	St. Xavier College.....	1842	Col...	F.	C.	Fr.	R.	27,000
5152 ..do.	Students' Library	1848	Col...	F.	C.	Fr.	B.	5,000
5153 ..do.	Young Ladies' Sodality	1898	Soc...	F.	C.	Fr.	B.	2,200
5154 ..do.	Theological and Religious Library Association.....	1863	Theo...	F.	C.	F.	B.	8,337
5155 ..do.	United States Circuit Court of Appeals for the sixth circuit.	1895	Govt..	F.	T.	Fr.	R.	15,000
5156 ..do.	University of Cincinnati.....	1876	Col...	O.	T.	F.	B.	72,441
5157 ..do.	Law Library of the Cin- cinnati College.....	1833	Law...	O.	C.	Fr.	R.	6,500
5158 ..do.	American Assoc. for Ad- vancement of Science.....	.....	Sci...	F.	C.	F.	R.	5,000
5159 ..do.	Walnut Hills High School.....	.....	Sch...	F.	T.	Fr.	B.	2,400
5160 ..do.	Woodward High School.....	1832	Sch...	F.	D.	F.	B.	3,000
5161 ..do.	Y. M. C. A. Library	1848	Y. M. C.	F.	C.	F.	R.	1,300
5162 ..do.	Young Men's Mercantile Lib.	1835	Gen...	F.	C.	S.	B.	65,000
5163 Circleville	Public Library	1834	Gen...	F.	T.	F.	B.	12,000
5164 ..do.	Case Library	1860	Sch...	F.	T.	Fr.	B.	1,000
5165 Cleveland	Case Library	1848	Gen...	R.	C.	S. Fr.	B.	55,000
5166 ..do.	Case Sch. of Applied Science.	1881	Col...	F.	C.	Fr.	R.	5,000
5167 ..do.	Cleveland Homeopathic Med- ical College.....	1848	Med...	F.	C.	Fr.	R.	2,500
5168 ..do.	Cleveland Law Lib. Assoc.....	1870	Law...	F.	C.	S.	R.	17,000
5169 ..do.	Cleveland Medical Lib. Assoc.	1894	Med...	O.	C.	S.	B.	10,000
5170 ..do.	Cleveland Normal Training School.....	.....	Sch...	F.	T.	Fr.	R.	2,200
5171 ..do.	East High School.....	.....	Sch...	F.	T.	Fr.	B.	2,500
5172 ..do.	Hathaway-Brown School	1886	Sch...	F.	C.	Fr.	R.	2,000
5173 ..do.	Jewish Orphan Asylum	1868	Asy...	F.	C.	Fr.	C.	3,460
5174 ..do.	Lincoln High School .....	.....	Sch...	F.	T.	Fr.	B.	3,000
5175 ..do.	Mittleberger's (Miss) English and Classical School.*	.....	Sch...	F.	C.	Fr.	B.	2,400
5176 ..do.	Pilgrim Church Institute.....	1894	Gen...	F.	C.	Fr.	B.	1,700
5177 ..do.	Public Library a.....	1869	Gen...	O.	T.	F.	B.	200,316
5178 ..do.	Rowfant Club	1893	Soc...	F.	C.	Fr.	R.	1,050
5179 ..do.	St. Ignatius College.....	1886	Col...	F.	C.	Fr.	B.	10,270
5180 ..do.	St. Mary's Seminary.....	1849	Theo...	F.	C.	Fr.	B.	12,435
5181 ..do.	South High School.....	.....	Sch...	F.	T.	Fr.	B.	1,500
5182 ..do.	University School.....	1890	Sch...	F.	C.	Fr.	R.	2,500
5183 ..do.	Ursuline Academy.....	1850	Sch...	F.	C.	Fr.	B.	10,000
5184 ..do.	Western Reserve Hist. Soc.	1867	Hist...	O.	C.	F.	R.	22,320
5185 ..do.	Western Reserve University (Adelbert College).....	1826	Col...	O.	C.	F.	B.	48,000
5186 ..do.	College for Women.....	1892	Col...	O.	C.	F.	B.	5,000
5187 ..do.	Franklin T. Backus Law School.....	1892	Law...	F.	C.	Fr.	R.	10,650
5188 ..do.	Medical College*.....	1843	Med...	F.	C.	Fr.	R.	2,000
5189 ..do.	West High School.....	1890	Sch...	F.	T.	F.	B.	2,500
5190 ..do.	Y. M. C. A. Railroad Dept.....	1872	Y. M. C.	R.	C.	Fr.	B.	1,000
5191 Clyde	Public School	1886	Sch...	F.	T.	Fr.	R.	1,035
5192 Collinwood	Public School	1890	Sch...	F.	T.	F.	B.	1,612
5193 Columbus	Capital University and Theo- logical Seminary.*	1830	Theo...	F.	C.	Fr.	B.	6,000
5194 ..do.	Franklin County Free Travel- ing School Library.....	1898	Sch...	F.	D.	F.	C.	2,500
5195 ..do.	German Lutheran Seminary	1820	Theo...	F.	C.	S.	B.	6,000
5196 ..do.	Law Library Association.....	1887	Law...	F.	C.	S.	R.	4,500
5197 ..do.	Ohio Dept. of Agriculture*.....	1847	Sci...	F.	T.	F.	R.	5,000
5198 ..do.	Ohio Institution for Educa- tion of Blind.*	1874	Asy...	F.	T.	F.	B.	3,575
5199 ..do.	Ohio Institution for Educa- tion of Deaf.....	1851	Asy...	F.	T.	Fr.	B.	3,000
5200 ..do.	Ohio Institution for Feeble- minded Youth.....	1881	Asy...	F.	T.	Fr.	B.	3,146
5201 ..do.	Ohio Penitentiary*.....	1867	Asy...	O.	T.	F.	C.	4,000
5202 ..do.	Old Northwest Genealogical Society.....	1887	Hist...	R.	C.	Fr.	R.	1,054

* Statistics of 1900.

a Including 4 branches, 6 subbranches, and 32 stations.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, Donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

Location.	Name of library.	Founded.	Class.	Building	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
OHIO—continued.								
5203 Columbus.....	Phelps's (Miss) English and Classical School for Young Ladies and Children.*	.....	Sch...	F.	C.	Fr.	B.	1,500
5204 ..do.....	Pontifical College Josephinum Library.	1873	Col...	O.	C.	Fr.	R.	20,000
5205 ..do.....	Public Library.....	1872	Gen..	F.	T.	F.	B.	37,303
5206 ..do.....	Public School.....	1853	Sch...	O.	T.	F.	B.	56,658
5207 ..do.....	St. Joseph's Academy.....	1875	Sch...	F.	C.	Fr.	B.	1,600
5208 ..do.....	Smythe's Circulating Lib.*.	1898	Mer..	R.	C.	S.	B.	3,000
5209 ..do.....	Starling Medical College.....	1876	Med..	F.	C.	Fr.	B.	3,500
5210 ..do.....	State Archaeological and Historical Society.	1900	Sci...	F.	C.	F.	R.	1,944
5211 ..do.....	State Board of Agriculture...	1846	State	F.	T.	F.	R.	7,000
5212 ..do.....	State Library.....	1817	State	F.	T.	F.	B.	88,105
5213 ..do.....	State Prison.....	1840	Asy..	F.	T.	Fr.	B.	6,000
5214 ..do.....	State School for the Blind.....	1874	Asy..	F.	T.	Fr.	B.	4,185
5215 ..do.....	Ohio State University.....	1873	Col..	F.	T.	Fr.	B.	50,000
5216 ..do.....	College of Law.....	.....	Law..	F.	T.	Fr.	R.	3,500
5217 ..do.....	Supreme Court Law Library.	1860	Law..	F.	T.	F.	R.	23,000
5218 ..do.....	University School.....	1899	Sch...	F.	C.	Fr.	B.	1,000
5219 Coshocton.....	Public Library.....	1898	Gen..	O.	T.	F.	B.	3,950
5220 Covington.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,500
5221 Danville.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,000
5222 Dayton.....	A. B. Shauk's School.....	1891	Sch...	R.	C.	Fr.	B.	1,200
5223 ..do.....	Dayton Law Library.....	1868	Law..	F.	C.	S.	R.	10,000
5224 ..do.....	English and Classical Preparatory School.	.....	Sch...	F.	C.	Fr.	R.	1,300
5225 ..do.....	Notre Dame Academy.....	1886	Sch...	F.	C.	S.	R.	1,100
5226 ..do.....	Public Library.....	1860	Gen..	O.	T.	F.	B.	61,000
5227 ..do.....	St. Mary's Institute.....	.....	Sch...	F.	C.	Fr.	R.	5,500
5228 ..do.....	Steele High School.....	1893	Sch...	F.	T.	Fr.	R.	4,008
5229 ..do.....	Union Biblical Seminary.....	1871	Theo..	F.	C.	Fr.	B.	3,000
5230 ..do.....	United Brethren Circ. Lib.....	1903	Gen..	F.	C.	S.	C.	1,000
5231 ..do.....	Y. M. C. A. Library*.....	1887	Y. M.	F.	C.	S.	B.	3,000
5232 Defiance.....	Defiance College.....	1884	Col..	F.	C.	F.	R.	2,000
5233 ..do.....	Public Library.....	1895	Gen..	R.	T.	F.	B.	5,316
5234 ..do.....	Public School.....	1890	Sch...	F.	D.	F.	B.	1,650
5235 Delaware.....	City Library*.....	1899	Gen..	F.	T.	F.	B.	1,000
5236 ..do.....	Girls' Indus. Home of Ohio.....	1869	Asy..	F.	T.	Fr.	B.	1,300
5237 ..do.....	Ohio Wesleyan Univ. (Charles Elihu Slocum Library).	1898	Col..	O.	C.	Fr.	B.	43,000
5238 ..do.....	Monnett Hall Library*...	1860	Col..	F.	C.	Fr.	R.	1,250
5239 Delphos.....	Public School.....	.....	Sch...	F.	T.	S. Fr.	R.	1,000
5240 Doylestown.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,000
5241 East Cleveland.....	Public High School.....	1892	Sch...	F.	T.	Fr.	B.	2,100
5242 East Liverpool.....	Carnegie Public Library.....	1902	Gen..	O.	T.	F.	B.	6,000
5243 ..do.....	Public High School.....	1894	Sch...	F.	T.	Fr.	B.	3,000
5244 ..do.....	Public School.....	.....	Sch...	F.	D.	F.	R.	1,000
5245 East Palestine.....	Public High School.....	1886	Sch...	F.	T.	Fr.	B.	1,200
5246 Eaton.....	Public Library.....	1901	Gen..	R.	T.	F.	B.	1,888
5247 Elyria.....	Elyria Library.....	1866	Gen..	O.	T.	F.	B.	15,500
5248 ..do.....	Public School.....	.....	Sch...	F.	T.	F.	B.	1,000
5249 Findlay.....	Findlay College.....	1882	Col..	F.	C.	Fr.	B.	1,030
5250 Forgy.....	Bethel Township High School	1881	Sch...	F.	C.	F.	R.	1,000
5251 Fostoria.....	Ohio Normal Training School	1903	Sch...	F.	C.	Fr.	R.	1,000
5252 ..do.....	Public High School.....	1876	Sch...	F.	T.	Fr.	R.	1,000
5253 ..do.....	Public Library Association...	1892	Gen..	R.	T.	F.	B.	3,500
5254 Franklin.....	Public School.....	1895	Sch...	R.	T.	F.	B.	4,500
5255 Fremont.....	Birchard Library.....	1874	Gen..	O.	D.	F.	B.	14,374
5256 Galion.....	Public Library.....	1901	Gen..	O.	T.	F.	B.	1,000
5257 ..do.....	Public School.....	1870	Sch...	F.	T.	Fr.	B.	4,000
5258 Gallipolis.....	Carnegie Public Library.....	1897	Gen..	O.	T.	F.	B.	3,156
5259 Gambier.....	Kenyon College.....	1824	Col..	O.	C.	S. Fr.	B.	32,000
5260 ..do.....	Divinity School (P. E.).....	.....	Theo..	F.	C.	Fr.	R.	12,000
5261 Garrettsville.....	Public School.....	1875	Gen..	F.	T.	S. Fr.	B.	3,500
5262 Geneva.....	Platt R. Spencer Mem. Lib...	1880	Gen..	R.	T.	F.	B.	2,978
5263 Germantown.....	Public Library.....	1888	Gen..	O.	T.	F.	B.	4,637

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
										5203
1,300	500					\$1,800		\$10,000	Rev. Max J. Philipp	5204
3,000	115,084		\$9,745		\$406	10,151	\$6,300		John J. Pugh	5205
399	4,894	216,680	4,000	\$4,587		8,747		35,000	Martin Hensel	5206
	100								Sister Mary Josephine	5207
		20,034								5208
1,200	20	200							Adolph Feitel	5209
2,000	300					160			Wm. C. Mills	5210
5,000										5211
	6,329	41,683		20,520		20,520			C. B. Galbreath	5212
	300	34,000		300		300			D. J. Starr	5213
5,000	5,500			800		800			Pauline G. Gray	5214
									Olive Jones	5215
	750			10,000		10,000			Frank N. Beebe	5216
300	200	20,800	510			1,500			Joseph Love	5217
										5218
	18								A. B. Shauck	5219
	300								D. W. Iddings	5220
										5221
	40									5222
2,000	3,619	137,847	17,500			17,934			Electra C. Doren	5223
									Louis A. Tragesier, S. M.	5224
									Signa E. Shroyer	5225
		1,500				503			A. W. Drury	5226
										5227
1,000	200									5228
3,000	100								Adelia Wilson	5229
300	241	20,860	821			821			Jewel Fouke	5230
200	100					100			R. W. Mitchell	5231
	387	4,585	1,134			1,634				5232
										5233
	1,263									5234
	30									5235
										5236
400	200									5237
	3,200	45,100	2,635	451		5,806		50,000	Gertrude A. Baker	5238
										5239
						12			C. E. Oliver	5240
										5241
	552	10,535	915			961			Lida Griswold	5242
500	732						7,500		Mary Parker	5243
200	175						1,200			5244
500	20					100			Chas. T. Fox	5245
200	50	100				70				5246
200										5247
12	100									5248
			800			800			Ella Robbins	5249
	75	11,000		75		208			Rachel J. Hartley	5250
	136	1,199					20,000		Harriet Amsden Gast	5251
	150		922			1,165		15,000		5252
										5253
	703	2,550				571	23,000	15,000	Ada Vanden	5254
								27,000	Ellen D. Devol	5255
	100		75			115				5256
	250	8,185	200		50	280	3,000		Glenn R. Conkling	5257
	175	6,601	500			523		1,200	Stella Warner	5258
									Adelaide Taylor	5259

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
5264	Germantown	Twin Valley College	1886	Sch...	F.	C.	Fr.	B.	1,800
5265	Glendale	Glendale College .....	.....	Sch...	F.	C.	Fr.	B.	1,000
5266	.....do.	Glendale Female College (Alumna Library.) *	1879	C. Soc.	F.	T. C.	S.	B.	2,500
5267	.....do.	Glendale Lyceum	1883	Gen	O.	C.	S. Fr.	B.	3,938
5268	Granville	Denison University	1831	Col	O.	C.	Fr.	B.	23,900
5269	.....do.	Public School	1889	Sch.	F.	T.	F.	B.	1,960
5270	Greenfield	Public School	1880	Sch.	F.	T.	F.	B.	1,200
5271	.....do.	McWhinney Free School *	1891	Sch.	F.	T.	F.	B.	3,900
5272	Greenville	Carnegie Library	1889	Gen	O.	T.	F.	B.	8,982
5273	Hamilton	Lane Free Library	1866	Gen	O.	T.	F.	B.	8,000
5274	.....do.	Public High School	1880	Sch.	F.	T.	Fr.	H.	1,200
5275	Hanging Rock	Public School	1880	Sch.	F.	T.	F.	R.	2,001
5276	Hartwell	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,200
5277	Hillsboro	Public Library	1877	Gen	F.	T.	F.	B.	7,863
5278	Hiram	Hiram College	1854	Col	O.	D.	Fr.	B.	9,990
5279	Ironton	Briggs Library	1893	Gen	O.	D.	S. Fr.	B.	6,500
5280	Jefferson	Citizens' Library Association.	1883	Gen	F.	T. C.	F.	C.	2,800
5281	Kent	Free Lib. and Reading Room.	1892	Gen	O.	T.	F.	B.	2,800
5282	Kenton	Public Library	1886	Gen	O.	T.	F.	B.	3,180
5283	Kingsville	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,200
5284	Lancaster	Boys' Industrial School *	1854	Sch.	F.	T.	F.	C.	1,763
5285	.....do.	Public Library	1878	Gen	F.	T. D.	F.	B.	7,624
5286	Lebanon	Mechanics' Institute	1837	Gen	F.	C.	S. Fr.	B.	5,500
5287	.....do.	National Normal University.	1855	Sch.	F.	C.	Fr.	B.	10,000
5288	Leroy	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,400
5289	Lima	Lima College .....	.....	Col	F.	C.	Fr.	R.	1,000
5290	.....do.	Public Library	1901	Gen	R.	T.	F.	B.	3,300
5291	Lisbon	Lepper Library	1897	Gen	O.	T.	S. Fr.	B.	3,997
5292	Lodi	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,359
5293	Logan	Public Library *	1897	Gen	R.	T.	F.	B.	1,500
5294	London	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	2,000
5295	Lorain	Public Library	1900	Gen	R.	T.	F.	B.	1,500
5296	.....do.	Public School * .....	.....	Sch.	F.	T.	F.	B.	1,500
5297	Loudonville	Public School	1890	Sch.	F.	D.	Fr.	B.	1,076
5298	Mansfield	Memorial Library	1888	Gen	F.	T.	F.	B.	10,650
5299	.....do.	Ohio State Reformatory .....	.....	Asy.	F.	T.	Fr.	B.	1,200
5300	.....do.	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
5301	Mantua Station.	Public High School * .....	.....	Sch.	F.	T.	F.	C.	1,200
5302	Marietta	Marietta College	1835	Col	O.	C.	Fr.	B.	61,000
5303	.....do.	Public High School	1898	Sch.	F.	T.	Fr.	B.	5,000
5304	.....do.	Public Library	1901	Gen	F.	T.	F.	B.	4,843
5305	Marion	Public Library	1889	Gen	R.	T.	F.	B.	4,500
5306	Martins Ferry	Public High School .....	.....	Sch.	F.	D.	Fr.	B.	1,500
5307	Marysville	Lib. and Reading Room Assoc.	1897	Gen	F.	C.	S. Fr.	B.	2,163
5308	.....do.	Public School	1890	Gen	F.	T.	F.	B.	1,600
5309	Massillon	McClymond's Public Library.	1887	Gen	O.	T. C.	F.	B.	12,408
5310	.....do.	Public School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
5311	Medina	Circulating Library	1801	Gen	R.	C.	S. Fr.	B.	1,500
5312	Mendon	Public High School	1890	Sch.	F.	T.	F.	B.	1,000
5313	Miamisburg	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,500
5314	Middletown	Public High School * .....	.....	Sch.	F.	T.	F.	B.	1,000
5315	Milan	Township Library .....	.....	Gen	F.	T. C.	S. Fr.	R.	1,200
5316	Minerva	Public School	1885	Sch.	F.	T.	F.	B.	1,000
5317	Mount Giload	Public School	1888	Sch.	F.	T.	F.	B.	1,200
5318	Mount Vernon	Public High School	1900	Sch.	F.	D.	Fr.	R.	1,300
5319	.....do.	Public Library	1888	Gen	O.	T.	F.	B.	7,000
5320	Natl. Mil. Home.	Putnam and Thomas Library.	1868	Govt.	O.	T.	Fr.	B.	23,921
5321	Newark	Circulating Library	1865	Gen	F.	C.	S.	C.	3,284
5322	.....do.	Licking County Pioneer Hist. and Antiquarian Soc.	1867	Hist	F.	D.	F.	R.	1,600
5323	.....do.	Public High School	1897	Sch.	F.	T.	Fr.	B.	2,255
5324	New Athens	Franklin College .....	.....	Col	F.	C.	Fr.	R.	3,000
5325	New Concord	Muskingum College	1892	Col	F.	C.	Fr.	B.	3,675
5326	New Paris	Public High School .....	.....	Sch.	F.	T.	Fr.	B.	1,000
5327	New Philadelphia	Public School	1890	Sch.	F.	T.	Fr.	R.	1,600
5328	New Straitsville	Public Library	1894	Gen	O.	T. D.	F.	B.	2,321

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
10	11	12	Taxation.	Public ap-propriation.	Productive funds.	16	17	18	19
									O. G. Brown.....
						\$75			5264
									5265
									5266
14,500	76	1,900			\$75	702	\$3,100		Beatrice Spooner.....
240	990							\$20,000	Kate Shepard Hines.....
209	250	645				75			H. L. Williams.....
	140			\$50		50			
		7,662	\$310	1,000		1,810			I. M. Rosser.....
	957	29,195		2,500		2,700			Florence S. Schenck.....
	142	14,516	1,800			1,868			E. S. McCall.....
	22	33		34		42			Clara B. Perin.....
									Emma O. Ryder.....
	125		487			521		10,000	Mary V. Wilson.....
300	292	5,500			1,800	750	50,000		Amelia C. White.....
	350	7,000		35		2,000		11,000	Nellie M. Dingley.....
	180	5,500	130		60	165	1,000		Margaret Rogers.....
100	300	19,513	800			898			
		13,711	676			757			
300									Miss L. Busby.....
1,890	115	34,586	1,200		97	6,547	3,000		Mary L. Frost.....
									Jennie Unglesby.....
	75								
									Medora Freeman.....
450	822	55,376		1,800		2,213		12,000	M. P. Springer.....
	149	12,011		750		820			
		14,849	386			455			Margaret Deming.....
								30,000	
			1,300			1,700			
50	146		200			375			
	500	46,000	2,369		60	45	2,700		Martha Mercer.....
						2,365			
	200								H. E. Hall.....
200	309	5,463				300			Minnie M. Orr.....
	684	3,868							
									W. D. Cotton.....
	909	28,015	2,011			2,107			Sada Hume.....
	500	21,500	1,522			1,561			Charlotte D. Henderson.....
	200					76			
100	101								Charlotte D. Leavitt.....
200	1,027	42,429	2,253		1,200	3,616	20,000	15,000	Eva Johnson.....
	45								
100									F. A. Roberts.....
	50		87			122			O. W. Kurtz.....
	100					50			C. H. Winans.....
1,000	100								
		5,172				150			
	450	1,881	1,047		6	1,148	150	3,000	Mercy Crowell Brett.....
850		40,413						10,626	Mrs. M. Wright.....
1,500	210	1,860				370			James H. Smith.....
300	10					10			
									Eleanor Avery.....
	150	3,382							
340	25	863				122			L. J. Graham.....
500	100			200		200			G. C. Maurer.....
	300	6,000		25		262		500	Maria Ewing Martin.....

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
OHIO—continued.								
5329 Norwalk	Young Men's Library and Reading Room Assoc.*	1866	Gen ..	R.	C.	S.	B.	6,000
5330 Oak Harbor	High School *	1875	Sch ..	F.	T.	F.	B.	1,000
5331 Oak Hill	Providence University		Sch ..	F.	C.	Fr.	R.	3,000
5332 Oberlin	Oberlin College	1833	Col ..	O.	C.	Fr.	B.	70,693
5333 ..do.	Oberlin Theological Sem- inary (Cong.).		Theo.	F.	C.	Fr.	R.	53,000
5334 ..do.	Union Library Assoc.	1874	C. Soc.	F.	C.	S.	B.	12,344
5335 Ottawa	Union School	1833	Sch ..	F.	T.	F.	B.	1,200
5336 Oxford	Miami University	1824	Col ..	F.	C.	Fr.	B.	19,500
5337 ..do.	Oxford College	1847	Col ..	F.	C.	Fr.	R.	5,000
5338 ..do.	Western College	1845	Col ..	O.	C.	Fr.	B.	11,634
5339 Painesville	Lake Erie College	1859	Col ..	F.	C.	Fr.	B.	10,000
5340 ..do.	Mathews Private Library	1795	Gen ..	F.	C.	Fr.	R.	1,378
5341 ..do.	Public Library	1898	Gen ..	O.	T.	F.	B.	7,257
5342 Perrysburg	Way Library	1881	Gen ..	O.	T. C.	F.	B.	8,000
5343 Piqua	Public High School	1889	Sch ..	F.	T.	Fr.	B.	15,000
5344 Plain City	Public High School *	1880	Sch ..	F.	T.	Fr.	B.	1,000
5345 Pleasant City	Public High School *	1880	Sch ..	F.	T.	Fr.	B.	1,000
5346 Pomeroy	Public Library	1898	Gen ..	R.	T.	F.	B.	1,800
5347 Portsmouth	Public Library	1879	Gen ..	O.	T.	F.	B.	20,000
5348 Put in Bay	Public School	1896	Sch ..	F.	D.	F.	B.	1,010
5349 Rathbone	Girls' Industrial Home	1867	Sch ..	F.	T.	F.	B.	1,375
5350 Ravenna	Public High School *		Sch ..	F.	T.	F.	B.	1,700
5351 Reading	Mt. Notre Dame Academy	1860	Sch ..	F.	C.	Fr.	R.	4,000
5352 Richmond	Richmond College		Col ..	F.	C.	Fr.	B.	3,000
5353 Rio Grande	Rio Grande College	1876	Col ..	F.	C.	Fr.	B.	2,970
5354 St. Clairsville	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
5355 St. Martin	Ursuline Academy		Sch ..	F.	C.	S.	B.	6,000
5356 St. Marys	Public School	1885	Sch ..	F.	D.	Fr.	R.	2,780
5357 Salem	Public Library	1895	Gen ..	R.	T.	F.	B.	5,216
5358 Sandusky	Library Association	1870	Gen ..	O.	T.	F.	B.	11,739
5359 ..do.	Public High School		Sch ..	F.	T.	Fr.	B.	1,611
5360 Scio	Scio College	1857	Col ..	F.	C.	Fr.	R.	5,000
5361 Shandon	New London High School		Sch ..	F.	T.	Fr.	B.	15,000
5362 Shelby	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
5363 Sidney	Public Library	1879	Gen ..	F.	T.	F.	B.	9,000
5364 South New Lyme	New Lyme Institute	1879	Sch ..	F.	C.	S. Fr.	B.	2,000
5365 South Salem	Salem Academy *	1842	Sch ..	O.	C.	F.	B.	1,863
5366 Sparta	Public High School	1885	Sch ..	F.	T.	Fr.	B.	1,000
5367 Springfield	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
5368 Springfield	Warder Public Library	1872	Gen ..	O.	T.	F.	B.	19,928
5369 ..do.	Wittenberg College (Zimmer- man Library).	1842	Col ..	O.	C.	Fr.	B.	13,000
5370 Steubenville	Carnegie Library	1902	Gen ..	O.	T.	F.	B.	6,281
5371 Tiffin	Heidelberg University	1851	Col ..	F.	D.	Fr.	R.	12,000
5372 ..do.	Public Library	1880	Gen ..	O.	T.	F.	B.	4,913
5373 ..do.	Public School		Sch ..	F.	T.	F.	B.	2,000
5374 ..do.	Ursuline College	1870	Sch ..	F.	C.	Fr.	B.	1,500
5375 Toledo	Public Library	1873	Gen ..	O.	T.	F.	B.	49,742
5376 ..do.	St. John's College	1900	Soc ..	F.	C.	Fr.	R.	6,500
5377 ..do.	Toledo Law Association	1869	Law ..	F.	C.	S. Fr.	R.	9,000
5378 ..do.	Toledo Medical College	1889	Med ..	F.	C.	Fr.	R.	1,500
5379 ..do.	Ursuline Academy *	1860	Col ..	F.	C.	Fr.	B.	3,000
5380 Toronto	Central High School *	1895	Sch ..	F.	T.	F.	B.	1,000
5381 Troy	Public School	1896	Sch ..	F.	T. D.	F.	B.	5,000
5382 Uhrichsville	Twin City Public Library	1901	Gen ..	F.	C.	S. Fr.	B.	1,762
5383 ..do.	Public High School *		Sch ..	F.	T.	F.	B.	2,000
5384 Upper Sandusky	Public School (Harris Lib.)	1880	Sch ..	F.	T.	S. Fr.	B.	3,000
5385 Urbana	Public Library	1890	Gen ..	O.	C.	S. Fr.	B.	4,000
5386 ..do.	Urbana University	1850	Sch ..	F.	C.	Fr.	B.	5,800
5387 Vanwert	Brumback Library	1899	Gen ..	O.	T.	F.	B.	9,125
5388 ..do.	Public School *	1885	Sch ..	F.	T.	F.	B.	2,000
5389 Wapakoneta	Public High School *		Sch ..	F.	T.	Fr.	B.	1,500
5390 Warren	Public Library	1888	Gen ..	R.	T.	F.	B.	9,483
5391 Washington C. H.	Carnegie Public Library	1895	Gen ..	O.	T.	F.	B.	4,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	233	7,377				\$487				5329
200	23	400				21				5330
56,578	4,000	15,000			\$1,230	6,080	\$24,000	\$25,000		5331
										5332
										5333
	691	8,893				1,433			Nettie E. Close	5334
	100									5335
	1,218					1,500			Wm. J. McSurely	5336
	50								Martha M. Warner	5337
	630				180	890			Eliza Lamb	5338
	100								S. M. Kendrick	5339
										5340
877	467	24,695	\$2,580			3,221		13,000	Julia G. Erwin	5341
	450	10,357			600	600	15,000	12,000	Ann E. Frederick	5342
										5343
1,000	25	400								5344
										5345
168	60	5,788	343			345			Emme McQuigg	5346
		25,000	5,000			5,000		50,000	Nana A. Newton	5347
50	60	1,500				62			J. C. Oldt	5348
100		400		\$100		100			Elizabeth Quaife	5349
						75				5350
									Sister Superior Catherine Aloysius.	5351
1,500	22				6	77	100		Ruth E. Brockett	5352
										5353
	50					50			Sister Eulalia	5354
	50					100				5355
	585	25,966	1,300			1,300			Helen S. Carey	5356
	567	41,175	3,000			3,824			Laura Scheuffer	5357
1,200	250									5358
									Ida E. Williams	5359
										5360
1,000	1,400	24,296	1,350		900	2,699				5361
200									Emma Graham	5362
										5363
										5364
										5365
										5366
4,000	1,106	76,024	6,449			6,676		100,000	Alice Burrowes	5367
	253	800				350	2,500	8,000	B. F. Prince	5368
										5369
	2,897	28,628	3,500			3,989			Ellen Summers Wilson	5370
4,000	20				250	270			W. A. Clemmer	5371
417	562	22,848	1,262			3,230		6,000	Jessie D. Hershiser	5372
									C. A. Krout	5373
										5374
2,000	1,399	212,414	22,171			23,822		130,000	Willis Fuller Sewall	5375
	500								Fred. J. Hillig, S. J.	5376
	300			1,626		1,626			Mary V. Fisk	5377
										5378
100	20									5379
	25									5380
199	1,322	13,877	270			1,320			Clara Williams	5381
	341	3,548				269			Marvilla Cummings	5382
										5383
375	50	12,751				125			Abbie E. Tracy	5384
	225					729		3,000		5385
	40								John H. Williams	5386
	1,801	29,229	4,504			4,504		50,000	Ella Louise Smith	5387
500	100			80		105				5388
										5389
	907	36,452	2,010		740	2,945	3,500		Cornelia G. Smith	5390
						1,500			Mabel K. Dixon	5391

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
5392	Wauseon	Public Library	1875	Gen ..	F.	C.	S.	C.	2,400
5393	Waverly	Public School	1887	Sch ..	F.	T.	Fr.	B.	1,200
5394	Wellington	Public Library	1873	Gen ..	O.	T.	Fr.	B.	4,900
5395	Wellston	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
5396	Wellsville	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
5397	do.	C. & P. R. R. Reading Room * ..	1875	Gen ..	F.	C.	S.	B.	2,763
5398	Westerville	Otterbein University	1847	Col ..	F.	C.	S. Fr.	B.	10,185
5399	do.	Philomathean Society	1875	C. Soc.	R.	C.	S.	B.	2,487
5400	do.	Philophorean Society	1886	C. Soc.	F.	C.	S.	B.	1,251
5401	West Mentor	Mentor Village Library	1890	Gen ..	O.	T.	F.	B.	2,620
5402	Wilberforce	Wilberforce University	1886	Col ..	F.	C.	Fr.	B.	5,000
5403	do.	Payne Theological Sem	1891	Theo ..	F.	C.	Fr.	R.	2,600
5404	Willoughby	Circulating Library Assoc	1878	Gen ..	R.	C.	S.	C.	1,178
5405	do.	Public School	1876	Sch ..	F.	T.	F.	B.	1,700
5406	Wilmington	Wilmington College	1870	Col ..	F.	D.	Fr.	R.	3,000
5407	do.	Wilmington Library	1899	Gen ..	R.	T.	F.	B.	1,542
5408	Windham	Township Library * .....	.....	Gen ..	R.	C.	S.	B.	1,200
5409	Woodfield	Public Library	1898	Gen ..	R.	C.	S. Fr.	B.	1,170
5410	Woodville	Woodville Academy * .....	.....	Sch ..	F.	C.	S.	B.	1,000
5411	do.	Woodville Seminary	1885	Sch ..	F.	C.	Fr.	R.	1,000
5412	Wooster	Free Public Library	1897	Gen ..	O.	T.	F.	B.	3,000
5413	do.	University of Wooster	1870	Col ..	O.	C.	Fr.	B.	22,011
5414	Xenia	Central High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,400
5415	do.	Library Association	1878	Gen ..	F.	T.	F.	B.	9,087
5416	do.	Ohio Sailors' Orphans' Home ..	.....	Sch ..	F.	T.	Fr.	B.	4,000
5417	do.	Xenia Theo. Sem. (U. Presb.) ..	1794	Theo ..	F.	C.	Fr.	R.	5,538
5418	Yellow Springs	Antioch College	1852	Col ..	F.	C.	F.	B.	7,000
5419	do.	Public Library	1899	Gen ..	R.	T.	F.	B.	1,500
5420	Youngstown	Rayen High School .....	.....	Sch ..	F.	C.	Fr.	R.	1,200
5421	do.	Reuben McMillan Free Lib	1860	Gen ..	O.	T.	F.	B.	20,530
5422	Zanesville	Public School (Buckingham Library)	1844	Sch ..	F.	D.	Fr.	B.	4,023
5423	do.	Zanesville Athenæum	1828	Gen ..	O.	C.	S. Fr.	B.	12,600
	OKLAHOMA.								
5424	Alva	Northwest Ter. Normal Sch ..	1897	Sch ..	F.	T.	Fr.	B.	2,657
5425	Chillico	Indian Industrial School	1899	Sch ..	F.	T.	F.	B.	1,160
5426	Edmond	Territorial Normal School	1891	Sch ..	F.	T.	Fr.	B.	5,720
5427	Fort Sill	Post Library * .....	.....	Gar ..	F.	T.	F.	B.	1,000
5428	Guthrie	Carnegie Library .....	.....	Gen ..	O.	T.	F.	B.	2,855
5429	do.	Oklahoma Territorial Lib	1893	Law ..	R.	T.	F.	R.	16,000
5430	Kingfisher	Kingfisher College *	1895	Col ..	F.	C.	F.	B.	2,100
5431	Norman	University of Oklahoma	1892	Col ..	O.	T.	Fr.	B.	1,824
5432	Oklahoma	Carnegie Library	1901	Gen ..	O.	T.	F.	B.	7,500
5433	Perry	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
5434	Stillwater	Okla. Agric. and Mech. Col ..	1891	Col ..	F.	T.	Fr.	B.	8,466
	OREGON.								
5435	Albany	Albany College	1866	Col ..	F.	C.	F.	B.	2,631
5436	do.	I. O. O. F. Library	1877	O. F.	F.	C.	F.	C.	1,500
5437	do.	Jones Circulating Library	1894	Gen ..	R.	C.	S. Fr.	B.	1,464
5438	Ashland	State Normal School	1902	Sch ..	F.	T.	Fr.	R.	1,300
5439	do.	Library Association *	1891	Gen ..	F.	C.	S.	B.	1,223
5440	Baker City	Public High School *	1889	Sch ..	F.	T.	F.	R.	1,121
5441	Corvallis	Oregon Agricultural College ..	1867	Col ..	F.	T.	Fr.	B.	3,340
5442	Eugene	Eugene Divinity School	1895	Theo ..	F.	C.	F.	R.	1,400
5443	do.	University of Oregon	1876	Col ..	F.	T.	Fr.	B.	12,000
5444	Forestgrove	Freethought Library *	1883	Gen ..	R.	C.	F.	B.	1,200
5445	do.	Pacific University	1853	Col ..	F.	C.	S. Fr.	B.	12,600
5446	McMinnville	McMinnville College	1853	Col ..	F.	C.	F.	B.	3,319
5447	Monmouth	State Normal School	1882	Sch ..	F.	T.	F.	R.	1,630
5448	Mount Angel	Benedictine Sisters Convent and Academy *	1891	Sch ..	F.	C.	S.	B.	2,150
5449	do.	Mt. Angel Monastery Semi- nary and College	1888	Sch ..	O.	C.	F.	B.	5,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	259	6,858			\$60	\$172	\$1,000		Mary S. Hunt	5392
	220	3,207				102			Louisa M. Welde	5393
	175	6,892	\$254			322			Lenora Laundon	5394
										5395
										5396
	116	3,559								5397
4,500		2,878				650			W. C. Whitney, M. D.	5398
100	43	763			142	142	3,691		A. P. Rossetot	5399
	16	150				39				5400
	146	4,458	300			318		\$5,500	Mrs. M. C. Angier	5401
										5402
	30	560				99				5403
100	150	1,200	100			100			Mrs. E. C. Stevens	5404
1,000	80								S. D. Shankland	5405
	178			\$916		1,012				5406
									Minnie Farren	5407
	10	270				90				5408
										5409
										5410
	500	10,794	763			763			Fred C. Mayer	5411
6,000	1,721	5,000				2,614		35,000	Mrs. Henry McBride	5412
									Thos. K. Davis	5413
		34,092	2,000			2,000				5414
									Etta G. McElwain	5415
										5416
	120	1,046			200	283				5417
	200	9,000	309			386			Bessie L. Totten	5418
	150				300	300			May Ellis Tucker	5419
	1,259	59,837	3,915	300		5,296	300	40,000	Wells L. Griswold	5420
	249				18					5421
										5422
		13,900							M. O. Stillwell	5423
	1,500	3,600		2,500		2,500			Charlotte E. White	5424
		419								5425
	700			1,000		1,000			Catherine Horner	5426
90	10	475		25		65				5427
50	450	10,782	1,979			2,085		30,000		5428
4,000	3,912			1,500		7,103			J. W. Foose	5429
1,000	50					200				5430
								30,000	M. J. Ferguson	5431
500		40,000	2,800			2,800			Marion Rock	5432
										5433
15,000	700					1,030			Cora Miltimore	5434
	30					25				5435
300		500							H. Barns	5436
500	100	1,864				285			H. J. Jones	5437
300	200			700		700				5438
	186					203				5439
	243			175		175				5440
1,000	150	4,000							R. J. Nichols	5441
50	200					300			Mrs. E. C. Sanderson	5442
1,000	800			3,000		3,000			Camilla Leach	5443
200		400				170				5444
6,000	576				592	637	818		Jos. W. Marsh	5445
3,000	286	800				74			Emanuel Northup	5446
	100								J. B. V. Butler	5447
370	48	500								5448
3,000									Dr. Urban Fisher, O. S. B.	5449

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference,

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
OREGON—cont'd.								
5450 Newberg	Pacific College .....	.....	Col	F. C.	Fr. B.	1,000		
5451 Pendleton	Public High School .....	.....	Sch	F. T.	Fr. B.	1,000		
5452 Portland	A. O. U. W. Library .....	.....	Gen	R. C.	S. Fr. B.	4,000		
5453	I. O. O. F. Library	1870	O. F. O.	C. Fr. C.	5,187			
5454	Library Association	1864	Gen	O. T. C.	40,000			
5455	Multnomah Law Library	1890	Law	F. C.	S. R.	6,000		
5456	Public High School .....	.....	Sch	F. T.	Fr. B.	1,560		
5457	St. Mary's Academy and Col. ....	.....	Sch	F. C.	S. R.	3,000		
5458	Univ. of Oreg., Medical Dept. ....	.....	Med	F. C.	Fr. R.	1,000		
5459	Young Men's Christian Assoc.	1870	Y. M. F.	C. S.	B.	1,200		
5460 Salem	Masonic Library	1874	Mas	F. C.	Fr. B.	2,200		
5461	Odd Fellows' Library Assoc.	1866	O. F. F.	C. S. Fr.	B.	5,200		
5462	State Library	1850	Law	O. T.	F. B.	25,000		
5463	Willamette University	1844	Col	F. C.	Fr. B.	2,000		
5464 Union	Union Library and Free Reading Room	1902	Gen	R. C.	S. Fr. B.	1,000		
5465 Weston	Eastern Oregon State Normal School .....	.....	Sch	F. T.	Fr. B.	1,000		
PENNSYLVANIA.								
5466 Alexandria	Memorial Public Library	1900	Gen	O. C.	F. B.	2,708		
5467 Allegheny	Allegheny Observatory	1867	Sch	F. C.	Fr. R.	4,100		
5468	Allegheny Preparatory Sch. ....	.....	Sci	F. C.	Fr. R.	1,000		
5469	Allegheny Theological Sem.	1825	Theo	F. C.	Fr. B.	11,001		
5470	Carnegie Free Library	1890	Gen	O. T.	F. B.	48,581		
5471	Public School	1872	Sch	F. T.	Fr. B.	20,045		
5472	Theological Seminary of Re- formed Presbyter'n Church.	1856	Theo	F. C.	Fr. B.	3,500		
5473	Western State Penitentiary *	1826	Asy	F. T.	Fr. B.	9,986		
5474	Western Theological Sem.	1827	Theo	F. C.	F. B.	32,000		
5475	Western University of Pa.	1787	Col	F. C.	Fr. R.	20,000		
5476 Allentown	Allentown College	1892	Sch	F. C.	Fr. B.	1,400		
5477	Allentown Col. for Women *	1893	Col	F. C.	S. B.	1,000		
5478	Muhlenberg College	1867	Col	F. C.	Fr. B.	12,600		
5479	Enterpean Society	1870	C. Soc. F.	C. S.	B.	2,800		
5480	Sophronian Literary Soc.	1867	C. Soc. F.	C. S.	B.	2,550		
5481	Public High School .....	.....	Sch	F. T.	Fr. B.	1,000		
5482	Public Library	1897	Gen	R. C.	S. B.	1,436		
5483 Altoona	Mechanics' Library and Reading Room Association.	1860	Gen	F. C.	S. Fr. B.	34,732		
5484	Y. M. C. A., Railroad Dept.	1876	Y. M. F.	C. S. Fr.	B.	1,100		
5485 Ambler	Union Library	1887	Gen	R. C.	S. B.	1,395		
5486 Andalusia	King Library	1889	Gen	O. C.	F. B.	3,680		
5487 Annville	Lebanon Valley College	1867	Col	F. C.	Fr. B.	5,000		
5488 Ardmore	Public Library	1899	Gen	R. C.	F. B.	4,000		
5489 Arnold	Public High School .....	.....	Sch	F. T.	Fr. B.	1,700		
5490 Ashbourne	Cheltenham High School .....	.....	Sch	F. T.	F. B.	1,000		
5491 Ashland	Public High School .....	.....	Sch	F. D.	F. B.	1,079		
5492 Athens	Athens Library *	1898	Gen	O. C.	F. B.	3,000		
5493	Public High School .....	.....	Sch	F. T.	F. B.	2,000		
5494 Beatty	St. Vincent's Abbey	1846	Soc	F. C.	Fr. R.	41,000		
5495	St. Xavier's Library *	1845	Col	F. C.	Fr. B.	1,200		
5496 Beaver	Beaver College	1853	Col	F. C.	Fr. B.	2,678		
5497 Beaver Falls	Geneva College	1830	Col	F. C.	Fr. B.	4,000		
5498	Public School .....	.....	Sch	F. T.	Fr. B.	1,378		
5499 Bellefonte	Public High School	1897	Sch	F. T.	Fr. B.	1,127		
5500	Young Men's Christian Assoc.	1869	Y. M. F.	C. S. Fr.	B.	2,000		
5501 Bernville	Public High School .....	.....	Sch	F. T.	Fr. B.	1,000		
5502 Berwick	Y. M. C. A. Library	1897	Y. M. F.	C. S. Fr.	B.	6,000		
5503 Bethlehem	Bethlehem Preparatory Sch.	1878	Sch	F. C.	Fr. B.	2,000		
5504	Library of the Bethlehems	1900	Gen	R. T. D.	F. B.	4,478		
5505	Malin Library of Moravian Literature	1882	Hist	F. C.	Fr. R.	1,416		
5506	Moravian Church Archives	1742	Hist	F. C.	F. R.	4,500		
5507	Moravian College and Theo- logical Seminary	1807	Col	F. C.	Fr. B.	7,500		

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
										5450
2,500	300	16,000							Ben F. French.	5451
		4,660				\$600				5452
4,000	3,625	110,665	\$8,302		\$4,666	16,677	\$88,250	\$160,000	Mary Frances Isom.	5453
	200								John F. Logan.	5454
										5455
										5456
										5457
	100					141				5458
120	80	1,600				190			Henry Schomaker.	5459
10,000	100	4,180			380	459			Richard Carlson.	5460
				\$2,500		2,500			J. B. Putnam	5461
										5462
						300			Mrs. M. H. Eaton.	5463
										5464
										5465
	100	7,725			1,600	1,600	40,000	13,000	E. P. Walker.	5466
						1,000			Alice E. Davis.	5467
	2,596				900	900	15,000			5468
	823	107,357	28,000			28,000		325,000	Wm. Marshall Stevenson	5469
		27,311							D. O. Dalzell.	5470
						123			D. B. Willson	5471
										5472
1,000	300	38,000				1,305	30,781		James A. Kelso	5473
	400	1,451				250	5,000		J. R. Park	5474
	100				250	60			Mrs. J. Wm. Knappen- berger.	5475
200	112	500				65				5476
1,550									George T. Ettinger.	5477
	100					150			Eugene M. Handwerk.	5478
									Wirt A. Dries	5479
										5480
	230	3,480				160			Clara E. Kistler.	5481
	1,546	42,664				8,215				5482
										5483
		2,063								5484
1,000	30								Eliza J. Davis.	5485
	113	1,162			375	603	12,500		S. S. Peneston	5486
2,000	415					1,000			H. H. Shenk	5487
	150	6,378				388				5488
										5489
	60	800							Chas. A. Wagner.	5490
									S. H. Clair.	5491
100	150					258		25,000		5492
	100								J. P. Robinson.	5493
5,500	1,000								Ernest Gensheimer.	5494
50										5495
173									Olive Taylor.	5496
	40	1,500				150			Geo. Kennedy.	5497
										5498
	173	750				175			John D. Meyer	5499
	10									5500
										5501
200	28	8,800							Cleopatra Gilbert.	5502
									H. A. Foering	5503
	1,839	19,155		500		2,622			Mary J. Reichel.	5504
										5505
1,200	500								Robert Rau.	5506
	100				100	100	1,500		Augustus Schultze	5507

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building.	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
PENNSYLVANIA— continued.								
5508	Bethlehem.....	Moravian Parochial School ..	1742	Sch ...	F. C.	Fr.	R.	5,000
5509	.....do.....	Moravian Seminary and Col- lege for Women.	.....	Col ...	F. C.	Fr.	B.	4,000
5510	Birmingham.....	Mountain Seminary.....	1857	Sch ...	F. C.	Fr.	B.	2,500
5511	Blairsville.....	Town Library*.....	.....	Gen ..	O. C.	Fr.	B.	1,500
5512	Bloomsburg.....	Public High School.....	.....	Sch ...	F. T.	Fr.	B.	1,000
5513	.....do.....	Public Library.....	1903	Gen ..	R. D.	F.	B.	4,500
5514	.....do.....	State Normal School.....	.....	Sch ...	F. T.	Fr.	B.	3,353
5515	Braddock.....	Carnegie Free Library.....	1889	Gen ..	O. D.	F.	B.	37,168
5516	Bradford.....	Carnegie Public Library.....	1900	Gen ..	O. T.	F.	B.	9,000
5517	.....do.....	Public High School.....	.....	Sch ...	F. T.	Fr.	B.	1,000
5518	Bristol.....	Bristol Library.....	1878	Gen ..	F. C.	S. Fr.	B.	2,452
5519	Brownsville.....	Public Library Association...	1885	Gen ..	R. C.	S. Fr.	B.	1,820
5520	Bryn Mawr.....	Baldwin's (Miss) School.....	.....	Sch ...	F. C.	Fr.	B.	1,000
5521	.....do.....	Bryn Mawr College.....	1885	Col ...	F. C.	Fr.	B.	39,867
5522	Buckingham.....	Hughesian Library.....	1874	Gen ..	F. C.	S. B.	B.	2,560
5523	Butler.....	Public Library*.....	1891	Gen ..	R. C.	F. B.	B.	1,500
5524	.....do.....	Public School.....	1890	Sch ...	F. T.	Fr.	B.	1,200
5525	California.....	State Normal School.....	1886	Sch ...	F. T.	Fr.	B.	6,000
5526	Canonsburg.....	Canonsburg Library*.....	1879	Gen ..	R. C.	F. B.	B.	3,500
5527	.....do.....	Jefferson Academy.....	1825	Sch ...	F. C.	Fr.	B.	2,500
5528	Canton.....	Public Library.....	1899	Gen ..	R. D.	F. B.	B.	3,408
5529	Carbondale.....	Free Public Library.....	1896	Gen ..	F. C.	F. B.	B.	3,000
5530	.....do.....	Public High School.....	1886	Sch ...	F. T.	Fr.	B.	1,500
5531	Carlisle.....	Cumberland Co. Law Library.	1869	Law ..	F. T.	Fr.	R.	4,868
5532	.....do.....	Dickinson College.....	1783	Col ...	O. C.	Fr.	B.	35,000
5533	.....do.....	Belles Lettres Library.....	1786	C. Soc.	F. C.	S. Fr.	B.	10,000
5534	.....do.....	School of Law.....	1892	Law ..	F. C.	Fr.	R.	5,000
5535	.....do.....	Union Philosophical Soc.....	1790	C. Soc.	F. C.	S. Fr.	B.	13,000
5536	.....do.....	J. Herman Bosler Mem. Lib.....	1899	Gen ..	O. C.	S. Fr.	B.	3,413
5537	.....do.....	Metzger College.....	1881	Sch ...	F. C.	S. B.	B.	1,200
5538	.....do.....	United States Indian School...	1895	Sch ...	F. T.	Fr.	B.	2,980
5539	Carnegie.....	Andrew Carnegie Free Lib...	1899	Gen ..	O. D.	F. B.	B.	6,587
5540	Catawissa.....	Public School.....	1900	Sch ...	F. D.	Fr.	B.	1,000
5541	Chambersburg...	Franklin County Law Library	1865	Law ..	F. C. D.	Fr.	R.	2,460
5542	.....do.....	Public High School.....	1885	Sch ...	F. D.	Fr.	B.	1,200
5543	.....do.....	Wilson College.....	1869	Col ...	F. C.	Fr.	B.	8,000
5544	Charleroi.....	Public School.....	1894	Sch ...	F. T.	F. B.	B.	1,300
5545	Chester.....	Crozer Theological Seminary (Bucknell Library).	1867	Theo ..	O. C.	Fr.	B.	16,000
5546	.....do.....	Free Library.....	1873	Gen ..	O. C.	S. Fr.	B.	4,000
5547	.....do.....	Pennsylvania Military College	.....	Col ...	F. C.	Fr.	B.	1,600
5548	Clarion.....	Public High School*.....	1890	Sch ...	F. T.	Fr.	R.	1,000
5549	.....do.....	State Normal School.....	1887	Sch ...	F. T.	F.	B.	7,000
5550	Coatesville.....	Y. M. C. A. Public Library.....	1892	Y. M ..	F. C.	S. Fr.	B.	2,700
5551	Collegeville.....	Ursinus College.....	1869	Col ...	O. C.	Fr.	B.	10,500
5552	Columbia.....	Schoch Library.....	1871	Sch ...	F. T.	S. Fr.	B.	4,000
5553	Concordville.....	Maplewood Institute.....	1862	Sch ...	F. C.	Fr.	B.	3,000
5554	Connellsville.....	Carnegie Free Library.....	1899	Gen ..	O. T.	F. B.	B.	2,600
5555	Conshohocken.....	Public Library.....	1890	Sch ...	F. T.	Fr.	B.	1,030
5556	Corry.....	Public Library.....	1901	Gen ..	F. T.	F. B.	B.	1,889
5557	Coudersport.....	Public Library.....	1850	Gen ..	O. C.	S. B.	B.	3,500
5558	Cresson.....	Mount Aloysius Academy.....	.....	Sch ...	F. C.	Fr.	R.	4,000
5559	Cressona.....	Public High School.....	.....	Sch ...	F. T.	Fr.	B.	1,000
5560	Danville.....	Thomas Beaver Free Library.	1886	Gen ..	O. D.	F. B.	B.	12,000
5561	Darby.....	Free Library.....	1742	Gen ..	O. C.	F. B.	B.	7,500
5562	Dixmont.....	Western Pennsylvania Hos- pital for the Insane.	1856	Asy ...	F. T.	Fr.	B.	2,400
5563	Doylestown.....	Library Company*.....	1859	Gen ..	R. C.	S. C.	B.	5,000
5564	E. Downingtown..	Downingtown Library Co.....	1876	Gen ..	R. C.	S. Fr.	B.	2,000
5565	Easton.....	Lafayette College.....	1832	Col ...	O. C.	S. Fr.	B.	30,000
5566	.....do.....	Franklin Literary Soc.....	.....	C. Soc.	F. C.	S. Fr.	B.	3,000
5567	.....do.....	Henry W. Oliver Chem. and Metallurgical Lib.	1901	Sci ...	F. C.	F.	R.	1,000
5568do.....	Ward Library.....	Col ...	F. C.	Fr.	B.	1,800
5569do.....	Washington Literary Soc.....	C. Soc.	F. C.	S. Fr.	B.	3,000

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States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap-propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
1,720	210					\$427			Albert G. Rau
	60								Miss N. J. Davis
	100	6,038	\$100			280		\$2,500	
50	4,500	6,500							
	85	2,559							
3,088	202,238				\$20,000	28,000	\$400,000	200,000	Geo. H. Lamb
1,438	83,417	4,402				5,055		28,240	Robert S. Fletcher
	52	1,777				150			Esther Lawrence
		1,668				188			Emma G. De Laney
8,000	3,644								Isadore G. Mudge
		100				60			Virginia S. Bailey
		300				249			
	400	000							Anna M. Shutterly
800		2,645				46			
50	450	13,550		\$200		712			Margaret J. Dwyer
800	250	20,726							W. L. Yarrington
	447			984		984			J. Adair Herman
	310	1,700						75,000	A. J. Standing
									Samuel W. MacDowell
200	20					25			Phil S. Moyer
200	319	14,948			1,200	1,441	20,000	50,000	W. Homer Ames
	150	3,485							Sarah Kate Ege
1,420	22	19,166			5,000	5,000	100,000	107,476	Edith McH. Steele
	6	400				6			Eleanor Fitzgibbon
100	30					150			J. M. Roberts
	200			150		202			Jennie Skinner
	308	986			540	540	10,000	20,000	J. A. Snodgrass
									Robt. P. Bliss
		17,678							Martha Kenworthy
									E. W. Hyatt
200	100		100			100			
1,500	90								Albert C. Hindman
	100	5,890				210			Melvin Jackson
1,000	391					175			E. B. Price
		800				5			M. Emma Hess
		13,396						50,000	Anna B. Day
35	6	238							Walter Wood
200	250	18,780	700			700			Cora E. Murray
1,000	75	2,500				125			Mrs. A. M. Glassmire
	199	33,533					48,000		Mary J. Wetzell
	200	16,698						10,000	Kate W. Serrill
	125	2,632				157			
		1,869				91			Priscilla H. Thomas
								30,000	J. F. Stonecipher
200	100				250	450	5,000		Edward Hart

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
PENNSYLVANIA— continued.								
5570 Easton	Public Library.....	1901	Gen ..	O.	T.	F.	B.	14,060
5571 ..do.....	Y. M. C. A. Library.....	1899	Y. M.	R.	C.	S. Fr.	B.	1,800
5572 East Stroudsburg ..	State Normal School.....	1894	Sch.....	F.	T.	Fr.	R.	1,000
5573 Edgewood Park ..	Western Pa. Institution for the Deaf and Dumb.	1886	Asy...	F.	T.	Fr.	B.	1,190
5574 Edinboro	State Normal School.....	1860	Sch...	F.	T.	F.	R.	12,000
5575 Eldersridge	Mathadeon Literary Society ..	1850	Soc.....	F.	C.	S. Fr.	B.	1,200
5576 Elwyn	Pennsylvania Training Sch.....	.....	Sch.....	F.	C.	Fr.	B.	1,200
5577 Erie	Public Library	1897	Gen ..	O.	T.	F.	B.	31,645
5578 ..do.....	Villa Maria Academy .....	.....	Sch.....	F.	C.	Fr.	R.	2,000
5579 Factoryville	Keystone Academy	1869	Sch.....	F.	C.	Fr.	R.	3,500
5580 Fallsington	Fallsington Library	1802	Gen ..	O.	T.	F.	B.	7,600
5581 Farm School.....	National Farm School	1897	Sch.....	F.	D.	F.	B.	1,500
5582 Frackville	Public High School*.....	1886	Sch.....	F.	T.	F.	B.	1,200
5583 Franklin	Public Library	1895	Gen ..	R.	C.	S. Fr.	B.	3,406
5584 Fredonia	Fredonia Institute	1889	Sch.....	F.	C.	Fr.	B.	1,200
5585 George School	George School	1893	Sch.....	F.	C.	Fr.	B.	2,859
5586 Gettysburg.....	Lutheran Historical Society ..	1853	Hist ..	F.	C.	Fr.	R.	3,000
5587 ..do.....	Pennsylvania College	1832	Col.....	F.	C.	F.	B.	13,800
5588 ..do.....	Philomathean Society	1831	C. Soc.	F.	C.	Fr.	B.	6,439
5589 ..do.....	Phrenakosmian Society	1833	C. Soc.	F.	D.	Fr.	R.	5,500
5590 ..do.....	Theological Seminary	1826	Theo ..	F.	D.	Fr.	R.	15,000
5591 Glen Mills	House of Refuge	1828	Asy....	F.	T.	Fr.	C.	4,000
5592 Greensburg	St. Joseph Academy	1888	Sch.....	F.	C.	S.	B.	1,200
5593 ..do.....	Underwood High School	1879	Sch.....	F.	D.	Fr.	B.	2,500
5594 Greenville	Public School*.....	1870	Sch.....	F.	T.	Fr.	C.	1,000
5595 ..do.....	Thiel College.....	1870	Col.....	F.	C.	Fr.	B.	7,300
5596 Grove City	Carnegie Free Library	1900	Gen ..	O.	C.	F.	B.	4,058
5597 ..do.....	Grove City College	1876	Col.....	F.	C.	F.	B.	4,500
5598 Hanover	Higbee Public School	1890	Sch.....	F.	T.	F.	B.	1,100
5599 Harrisburg.....	Dauphin County Law Library ..	1865	Law ..	F.	T.	Fr.	R.	3,000
5600 ..do.....	Hist. Soc. of Dauphin Co.* ..	1869	Hist ..	R.	C.	S.	R.	1,200
5601 ..do.....	Pennsylvania State Agr. Soc ..	1895	State ..	F.	T.	Fr.	R.	2,000
5602 ..do.....	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	2,000
5603 ..do.....	Public Library	1889	Gen ..	R.	C.	S. Fr.	B.	6,100
5604 ..do.....	State Library	1854	State ..	F.	T.	F.	B.	116,000
5605 ..do.....	Y. M. C. A. Library	1854	Y. M.	O.	C.	S. Fr.	B.	7,000
5606 Hatboro	Union Library	1755	Gen ..	O.	C.	S.	B.	10,360
5607 Haverford	Haverford College	1823	Col.....	F.	C.	F.	B.	41,575
5608 Hazleton	Hazleton Seminary*.....	1886	Sch.....	F.	C.	Fr.	B.	1,000
5609 ..do.....	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	1,500
5610 Hereford	Hereford Literary Society	1880	Gen ..	F.	C.	S. Fr.	B.	1,275
5611 Herman	St. Fidelis College .....	.....	Sch.....	F.	C.	Fr.	R.	1,800
5612 Hoboken	Allegheny County Workhouse ..	1870	Asy....	F.	T.	Fr.	C.	4,467
5613 Hollidaysburg	Hollidaysburg Seminary*.....	1867	Sch.....	R.	C.	Fr.	R.	1,200
5614 ..do.....	Public School .....	.....	Sch.....	F.	T.	Fr.	R.	1,000
5615 Homestead	Carnegie Library	1898	Gen ..	O.	D.	F.	B.	18,000
5616 Honesdale	Law and Library Association*	1869	Law ..	F.	C.	Fr.	R.	2,000
5617 ..do.....	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	3,000
5618 ..do.....	Public Library .....	.....	Gen ..	F.	T.	F.	B.	5,100
5619 Hughesville	Public School	1885	Sch.....	F.	T.	F.	B.	1,200
5620 Hulmeville	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	2,600
5621 Huntingdon	Juniata College	1876	Col.....	F.	D.	S.	R.	25,514
5622 ..do.....	Pa. Industrial Reformatory.....	1889	Asy....	F.	T.	Fr.	B.	3,500
5623 ..do.....	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	1,500
5624 Indiana	State Normal School	1875	Sch.....	F.	T.	Fr.	B.	5,065
5625 Jenkintown	Abington Library Society	1803	Gen ..	R.	C.	S. Fr.	B.	3,330
5626 Jersey Shore	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	1,030
5627 Johnstown	Cambria Free Library	1870	Gen ..	O.	C.	F.	B.	13,722
5628 ..do.....	Public High School .....	.....	Sch.....	F.	T.	Fr.	B.	1,200
5629 Kennett Square	Bayard Taylor Memorial Lib.....	1895	Gen ..	O.	D.	F.	B.	2,933
5630 Kingston	Wyoming Sem. (Bennett Lib.) ..	1860	Sch.....	F.	C.	Fr.	B.	4,000
5631 Kittanning	Public School	1887	Sch.....	F.	D.	F.	B.	2,100
5632 Knoxville	Library Association*.....	1846	Mer ..	O.	C.	Fr.	B.	40,000
5633 Kutztown	Keystone State Normal School ..	1866	Sch.....	F.	T.	Fr.	R.	3,000
5634 ..do.....	Keystone Literary Society	1865	Soc.....	F.	C.	S.	B.	1,781
5635 ..do.....	Philomathean Lit. Soc.*.....	1865	Soc.....	F.	C.	S.	B.	3,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets,	Volumes added during year,	Books issued for home use,	Receipts from—			Total income,	Permanent endowment fund,	Value library building,	Name of librarian.	
			Taxation,	Public ap- propriation.	Productive funds,					
10	11	12	13	14	15	16	17	18	19	
	6,000		\$6,000			\$6,000		\$45,000	Henry F. Marx	5570
	150	813							W. H. Filson	5571
	150				\$335	335	\$5,000		A. Fenner	5572
	831									5573
2,000	443			\$910		916			Annie L. Wilson	5574
									Fred W. St. Clair	5575
									Mrs. C. F. Durrin	5576
1,262	3,048	139,569	13,036			13,156		120,000		5577
										5578
200					250	649	7,000	3,000	Elkanah Hulley	5579
	185	4,545				375			Anna Jackson	5580
150	300	1,500				85			Chas. Horn	5581
25	300					218				5582
85	176	10,772				2,200			Mrs. A. F. Hamilton	5583
						200			F. A. Fruit	5584
	128					200			Anna Jackson	5585
									J. W. Richard	5586
6,000	400					316	1,600		John A. Himes	5587
	66	200				75	1,500		C. W. Weiser	5588
100					50	50	1,000		A. L. Dillenbeck	5589
					600	600	11,000		J. W. Richard	5590
		5,000								5591
	100					70			Sr. M. Angela	5592
	50				100	100				5593
	500					100				5594
										5595
350	168	12,800						33,000	Gertrude McKinney	5596
										5597
200	100	1,600		75		75			John T. Nace	5598
									W. H. Wyant	5599
						282				5600
	100			1,000		1,000			M. D. Lichliter	5601
										5602
	100	10,000					70,000		Laura B. Gause	5603
						27,700			Thomas L. Montgomery	5604
		4,000								5605
417	96	3,923			55	265	2,500		E. G. Erdmann	5606
3,000	1,716	6,912			1,900	1,900	48,776		Allen C. Thomas	5607
										5608
										5609
300	15								H. Winslow Fegley, M. A.	5610
	500	17,220								5611
										5612
232	3,453	95,886			8,500	8,500	300,000	250,000	W. F. Stevens	5613
						50				5614
										5615
										5616
	125	1,200				100			H. A. Oday	5617
100	20	200							J. G. Dundore	5618
										5619
	101								Jos. E. Saylor	5620
300	250			500		500			J. H. Likens	5621
										5622
	415	5,293				1,416	550		Annie Mitchell	5623
	582								Florence Ridpath	5624
2,300	153	7,312			1,316	5,000	29,264	57,153		5625
									L. Helen Berkey	5626
										5627
	131	6,439		305		898			Alice W. Swayne	5628
300	75	691				760				5629
200	100	2,100				101			D. R. Sumstine	5630
1,000	450	20,000				1,500	8,000			5631
	75					200				5632
	120	941							Chas. C. Boyer	5633
	65	1,200				75			W. W. Deatricks	5634
										5635

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;]

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA— continued.								
5636	Lancaster.....	Eastern Theological Semi- nary of Reformed Church.	1825	Theo .	O.	C.	Fr.	B.	18,000
5637	.....do.....	Franklin and Marshall Col. (Watts de Peyster Library).	1787	Col ...	O.	C.	F.	B.	23,000
5638	.....do.....	Diagnothian Literary Soc.	1835	C. Soc.	F.	C.	S.	B.	7,500
5639	.....do.....	Goethean Literary Soc.	1835	C. Soc.	F.	C.	S.	B.	11,300
5640	.....do.....	Lancaster County Hist. Soc.	1886	Hist .	R.	C.	S. Fr.	R.	1,000
5641	.....do.....	Law Library Association.	1856	Law .	F.	C.	S.	R.	10,000
5642	.....do.....	Mechanics' Library.	1838	Gen .	R.	C.	S.	C.	8,000
5643	.....do.....	Yeates School.	1857	Sch .	F.	C.	Fr.	B.	1,300
5644	.....do.....	Y. M. C. A. Library.	1870	Y. M.	F.	C.	S. Fr.	B.	8,000
5645	Langhorne.....	Library Association.	1876	Gen .	O.	C.	S. Fr.	B.	4,521
5646	Lansdowne.....	Public Library.	1899	Gen .	F.	T.	F.	B.	2,848
5647	Lebanon.....	.....do.....	1890	Gen .	F.	T.	S. Fr.	B.	5,500
5648	Lewisburg.....	Bucknell University.	1846	Col .	F.	C.	F.	B.	25,000
5649	.....do.....	Bucknell Institute.	1845	Sch .	F.	C.	Fr.	B.	3,000
5650	.....do.....	William D. Hinemreich Mem- orial Library.	1891	Gen .	O.	C.	Fr.	B.	3,790
5651	Lewistown.....	Lewistown Library Assoc.	1870	Gen .	R.	C.	S.	B.	3,000
5652	Ligonier.....	Public School.	1882	Sch .	F.	T.	F.	B.	1,500
5653	Lincoln Univer- sity.	Lincoln University (Vail Mem- orial Library).	1866	Col ...	O.	C.	F.	B.	18,000
5654	Lititz.....	Linden Hall Seminary.	1794	Sch .	F.	C.	Fr.	B.	3,000
5655	Lock Haven.....	Library Company*.	1866	Gen .	R.	C.	S.	B.	5,000
5656	.....do.....	State Normal School.	1877	Sch .	F.	T.	Fr.	R.	4,000
5657	Loretto.....	St. Francis College*.	.....	Sch .	F.	C.	Fr.	B.	4,000
5658	McKeesport.....	Carnegie Free Library.	.....	Gen .	O.	T.	F.	B.	2,833
5659	.....do.....	Young Men's Christian Assoc.	1899	Y. M.	F.	C.	Fr.	B.	3,100
5660	McSherrystown.....	St. Joseph's Academy*.	1880	Sch .	F.	C.	S.	R.	1,245
5661	Mahanoy City.....	School District.	1895	Sch .	F.	T.	F.	B.	2,500
5662	Mansfield.....	Free Public Library.	1901	Gen .	R.	T.	F.	B.	1,684
5663	.....do.....	State Normal School.	1864	Sch .	F.	T.	Fr.	B.	5,784
5664	Mauch Chunk.....	Carbon County Law Library.	1868	Law .	F.	T.	Fr.	R.	1,000
5665	.....do.....	Dimmitck Memorial Library.	1885	Gen .	O.	D.	F.	B.	20,000
5666	Meadville.....	Allegheny College.	1820	Col .	O.	C.	Fr.	B.	18,000
5667	.....do.....	Art and Historical Assoc.*.	1880	Gen .	O.	T. C.	F.	B.	6,394
5668	.....do.....	Meadville Theological School.	1844	Theo .	O.	C.	Fr.	R.	26,000
5669	.....do.....	Public Library.	1879	Gen .	O.	T.	F.	B.	8,000
5670	Mechanicsburg.....	Irving Female College.	1857	Col .	F.	C.	Fr.	R.	1,000
5671	.....do.....	Library and Literary Assoc.	1872	Gen .	R.	C.	S. Fr.	B.	4,000
5672	Media.....	Delaware County Institute of Science.	1833	Sci .	O.	C.	F.	B.	5,000
5673	.....do.....	Free Library.	1901	Gen .	F.	C.	F.	B.	3,000
5674	Mercersburg.....	Mercersburg Academy.	1866	Sch .	F.	C.	Fr.	B.	3,600
5675	Millersville.....	State Normal School.	1858	Sch .	F.	C.	S. Fr.	B.	11,400
5676	Milton.....	Public High School.	1885	Sch .	F.	D.	S.	B.	1,700
5677	Minersville.....	Public High School.	1883	Sch .	F.	D.	Fr.	B.	1,000
5678	Morganza.....	Pennsylvania Reform School.	1893	Asy .	F.	T.	Fr.	B.	2,700
5679	Morton.....	Public Library.	1877	Gen .	O.	C.	S. Fr.	B.	1,500
5680	Mt. Holly Springs.	Amelia S. Given Free Library.	1889	Gen .	O.	D.	F.	B.	3,500
5681	Mount Pleasant.....	Public School.	1901	Sch .	F.	D.	Fr.	B.	1,000
5682	.....do.....	Western Pennsylvania Col- lege and Scientific Inst.	1873	Sch .	F.	D.	F.	B.	3,000
5683	Myerstown.....	Albright College.	1881	Col .	F.	C.	Fr.	B.	6,000
5684	Natrona.....	Public Library.	1885	Gen .	F.	C.	F.	B.	2,000
5685	Nazareth.....	Nazareth Hall Military Acad.	.....	Sch .	F.	C.	F.	B.	2,000
5686	.....do.....	Public School.	1893	Sch .	F.	D.	F.	B.	1,300
5687	New Brighton.....	Public School.	.....	Sch .	F.	T.	F.	B.	1,370
5688	.....do.....	Young Men's Christ'n Assoc.*.	1852	Y. M.	R.	C.	S.	B.	2,122
5689	Newcastle.....	Public School.	.....	Sch .	F.	D.	S. Fr.	B.	1,500
5690	.....do.....	Young Men's Christian Assoc.	1885	Y. M.	F.	C.	S. Fr.	B.	2,000
5691	New Milford.....	Pratt Memorial Library.	1892	Gen .	O.	C.	F.	B.	2,500
5692	Newtown.....	Library Company.	1760	Gen .	O.	C.	S.	B.	5,489
5693	New Wilmington.....	Westminster College.	1852	Col .	F.	C.	F.	B.	6,000
5694	Norristown.....	Hist. Soc. of Montgomery Co..	1884	Hist .	O.	C.	F.	R.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
10,000	500				\$1,000	\$1,000	\$10,000		J. N. Blatt.....	5636
	1,259					900		\$27,000	John B. Kieffer.....	5637
						75			Daniel Schnebley	5638
						228			Paul B. Rupp.....	5639
500	50			\$200		350			S. M. Sener.....	5640
500	200					641			H. C. Gemperling	5641
	120	5,000			160	334	4,200		Percy Carpenter.....	5642
200	75					275			H. H. Seaton.....	5643
		2,031				178				5644
8	817	3,969			219	433	4,400	10,000	Lydia Whitson Wiley....	5645
	130	8,295		500		585			Anne S. Regester.....	5646
	75	4,584		250		412			R. T. Adams.....	5647
	1,023	2,512							William E. Martin	5648
	20									5649
	150	7,800			750	766	15,000	13,750	T. E. Halfpenny.....	5650
250	200					580			Mary McCord.....	5651
										5652
600	700					450		18,000	W. D. Kerswill	5653
									H. E. Shields.....	5654
	200					450				5655
200	50									5656
										5657
	531	29,110		3,000		5,098			Emily J. Kuhn	5658
20	10	950				400			W. T. Forrester.....	5659
150	45									5660
100	96	8,000	\$100			163			W. N. Ehrhart.....	5661
		10,788		200		354			Stella Rae Allen.....	5662
	300					350			Mattie Durell Bodine....	5663
	25									5664
600	1,000	7,000			1,500	1,500	45,000	16,000	Douglas Craig	5665
	1,500							40,000	Johnathan Hamnett	5666
170	381	15,782	350			1,358	5,500	18,000		5667
	846				1,572	1,572	31,440	6,000	Sara B. Maxwell.....	5668
	200	15,672		1,000		1,419			Susan McCracken	5669
	25								Katherine Wheelock	5670
	50	2,600				135			D. E. Kast.....	5671
						723			H. K. Broomall.....	5672
	400	15,457				276			Edith H. John.....	5673
									H. Mary Spangler	5674
		6,968							Helen A. Keiser.....	5675
100						102			A. R. Rutt.....	5676
500	100					25				5677
				200		200				5678
	50	2,000				100		1,000	Mrs. L. T. Davison	5679
500	500	8,000			600	900	10,000	20,000		5680
										5681
									H. C. Dixon.....	5682
500		9,000							H. Lee Bagenstose.....	5683
									Elisabeth Otterman	5684
										5685
	300					200			G. A. Grim	5686
	30								J. W. F. Wilkinson	5687
500	29	238				25				5688
	10					64			Lottie A. Perry.....	5689
300		4,500								5690
	200							12,000	Mrs. U. B. Gillet.....	5691
	73				190	377	4,000		William E. Martindell....	5692
										5693
200					473	799		10,000	William Summers.....	5694

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
PENNSYLVANIA— continued.								
5695 Norristown	Library Company	1794	Gen ..	O.	C.	S. Fr.	B.	25,000
5696 do.	Montgomery Co. Law Lib.	1869	Law ..	F.	T.	F.	R.	5,500
5697 do.	State Hospital Medical Lib.	1879	Med ..	F.	T.	Fr.	R.	1,150
5698 do.	William McCann Library	1885	Gen ..	F.	T. C.	Fr.	B.	3,730
5699 Northeast	Free Public Library	1902	Gen ..	F.	T. C.	Fr.	B.	3,400
5700 do.	St. Mary's College	1881	Sch ..	F.	C.	Fr.	R.	6,600
5701 Oakmont	Free Public Library	1901	Gen ..	O.	T.	F.	B.	3,075
5702 Ogontz School	Ogontz Sch. for Young Ladies.	1883	Sch ..	F.	C.	Fr.	B.	5,000
5703 Oil City	Belles Lettres Club Library	1892	Gen ..	F.	C.	S.	B.	5,300
5704 Orwell	Library Association	1876	Gen ..	R.	C.	S. Fr.	B.	1,500
5705 Overbrook	St. Charles Borromeo Sem.	1833	Theo ..	F.	C.	Fr.	R.	30,000
5706 Parkers Landing ..	Parker High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,100
5707 Pennsburg	Perkiomen Seminary	1892	Sch ..	F.	D.	F.	B.	1,300
5708 Philadelphia	Academy of Nat. Sci. of Phila.	1812	Sci ..	F.	C.	F.	R.	52,000
5709 Philadelphia (Rittenhouse sq.) ..	Academy of Notre Dame .....	.....	Sch ..	F.	C.	Fr.	B.	1,000
5710 Philadelphia (1324 Locust street).	Acad. of Protestant Episcopal Church (Benson Library). ....	.....	Sch ..	F.	C.	Fr.	B.	3,000
5711 Philadelphia (2011 De Lancey pl.).	Agnes Irwin's School	1869	Sch ..	R.	C.	Fr.	B.	2,250
5712 Philadelphia (Station B).	American Academy of Political and Social Science.* ..	1889	Sci ..	F.	C.	Fr.	R.	1,000
5713 Philadelphia	American Entomological Soc.	1859	Sci ..	F.	C.	Fr.	R.	4,600
5714 Philadelphia (104 South Fifth st.).	American Philosophical Society.	1743	Soc ..	F.	C.	Fr.	B.	39,000
5715 Philadelphia (1122 Chestnut st.).	American Sunday School Union.	1824	Soc ..	F.	C.	Fr.	R.	11,540
5716 Philadelphia (1350 Pine st.).	Anable's (Miss) School* .....	.....	Sch ..	F.	C.	Fr.	B.	1,000
5717 Philadelphia (Broad and Brandywine).	Apprentices' Library	1820	Gen ..	O.	C.	F.	C.	21,000
5718 Philadelphia (219 S. Sixth st. sta.).	Athenæum of Philadelphia ..	1814	Gen ..	O.	C.	S. Fr.	B.	35,000
5719 Philadelphia (320 Chestnut st. sta.).	Carpenters' Company of Philadelphia.	1736	Gen ..	O.	C.	S.	B.	5,700
5720 Philadelphia (N. American Bldg.).	Cathedral T. A. B. Library	1873	Gen ..	F.	C.	Fr.	B.	10,000
5721 Philadelphia	Central High School .....	.....	Col ...	F.	T.	Fr.	B.	9,500
5722 Phila. (17th and Wood sts.).	Central Manual Training School.	1885	Sch ...	F.	T.	Fr.	R.	3,000
5723 Philadelphia (Germantown).	Charter Oak Library	1855	Gen ..	O.	C.	S. Fr.	B.	1,000
5724 Phila. (13th and Locust sts.).	College of Physicians of Philadelphia.	1788	Med ..	O.	C.	F.	B.	73,621
5725 Philadelphia	Com. High School for Girls. ....	.....	Sch ...	F.	T.	Fr.	B.	1,100
5726 do.	Com. Library of the Bourse	1896	Mer ..	F.	C.	Fr.	R.	5,822
5727 Phila. (12th and Walnut sts.).	Diocesan Library and Reading Room of the Protestant Episcopal Church.	1895	Theo ..	F.	C.	F.	B.	7,000
5728 Phila. (Tacony) ...	Diston Library and Free Reading Room.	1884	Gen ..	R.	C.	S. Fr.	B.	6,000
5729 Phila. (50th st. and Woodland ave.).	Divinity School of the Protestant Episcopal Church.	1862	Theo ..	F.	C.	Fr.	B.	15,000
5730 Philadelphia	Drexel Institute	1891	Sch ...	F.	C.	F.	B.	29,551
5731 Phila. (21st st. and Fairmount ave.).	Eastern State Penitentiary ...	1844	Asy ...	F.	T.	Fr.	C.	12,000
5732 Phila. (Sta. M. Holmesburg).	Edwin Forrest Home .....	.....	Gen ..	O.	C.	Fr.	B.	8,000
5733 Phila. (1122 Girard st.).	Engineers Club of Philadelphia.	1878	Sci	R.	C.	F.	R.	1,350
5734 Philadelphia (112 N. Broad st.).	Fidelity Mutual Life Insurance Co. Law Library.	1896	Law ..	F.	C.	Fr.	R.	1,230
5735 Philadelphia (7th and Locust sts.).	First Presbyterian Church (Albert Barnes Mem. Lib.).	1897	Gen ..	F.	D.	F.	B.	1,500

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States of 1,000 volumes and over in 1903—Continued.

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			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	200				\$350	\$1,000		\$6,000	E. I. Haliman.....	5695
	120				500	1,305			John S. Jones.....	5696
200									Edith A. Barker.....	5697
	120	8,512		\$420	304	754	\$7,600		Amelia C. Paiey.....	5698
376	400	10,965		450		661			Rebecca M. Leete.....	5699
	100								J. G. Schneider.....	5700
	107	12,332	\$1,620			1,680		23,000	Bianche McIlvaine.....	5701
										5702
		11,150							Mrs. J. S. Ricker.....	5703
	10	400							J. M. Cowles.....	5704
	500								F. P. Siegfried.....	5705
										5706
	75					172			Mrs. Chas. K. Meschter..	5707
	960								Edw. J. Nolan.....	5708
										5709
	50					50			H. P. Hottle.....	5710
										5711
2,500										5712
	200				300	300				5713
	1,350								I. Minis Hays.....	5714
17,200	350					50			Edwin W. Rice.....	5715
										5716
	1,181	60,225				7,032	114,000	50,000	Miss J. Y. Middleton....	5717
										5718
	600								Louis K. Lewis.....	5718
300		100			200	200			Chas. W. Devitt.....	5719
500	250	500				300			Edward J. Logue.....	5720
										5721
	50								William L. Sayre.....	5722
									Jacob Keyser.....	5723
70,605	1,951	3,041			2,330	7,301	65,000	200,000	Chas. Perry Fisher.....	5724
										5725
	600									5726
									Jennie K. Lewis.....	5727
										5728
75	30	8,000				546			J. Luffberry.....	5728
5,000	700				150	1,000			L. M. Robinson.....	5729
4,200	899	17,275				6,280			Alice B. Kroeger.....	5730
				500		500				5731
										5732
	6								Chas. J. Fyffe.....	5732
	100								Fredk. W. Myers.....	5733
									H. H. Fouse.....	5734
	15	200				1,700				5735

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA— continued.								
5736	Philadelphia.....	Frankford Library and Read- ing Room Association.*	1856	Gen ..	R.	C.	S.	B.	4,851
5737	.....do.....	Franklin Institute	1824	Sci ...	F.	C.	S. Fr.	B.	55,468
5738	Philadelphia (1315 Filbert st.).....	Free Library of Economics and Political Science.*	1897	Sci ...	R.	C.	F.	B.	1,100
5739	Phila. (1217-21 Chestnut st.).....	Free Library of Philadel- phia. ^a	1891	Gen ..	R.	T. C.	F.	B.	247,080
5740	Philadelphia (Germantown).....	Friends' Free Library	1874	Gen ..	O.	C.	F.	B.	21,715
5741	Philadelphia (142 N. 16th st.).....	Friends' Library	1742	Gen ..	O.	C.	F.	B.	15,800
5742	Philadelphia.....	Friends' Select School .....	.....	Sch ...	F.	C.	Fr.	B.	16,000
5743	Phila. (Sta. W)	George's Institute	1872	Gen ..	O.	D.	S. Fr.	B.	1,200
5744	Phila. (Sta. S)	German Soc. of Pennsylvania.	1764	Gen ..	F.	C.	S. Fr.	B.	25,000
5745	Philadelphia (Germantown).....	Germantown Academy .....	.....	Sch ...	F.	C.	Fr.	B.	1,000
5746	Philadelphia.....	Girard College	1848	Sch ...	F.	C.	Fr.	B.	29,520
5747	Phila. (17th and Spring Garden).....	Girls' High School	1853	Sch ...	F.	T.	Fr.	K.	1,964
5748	Philadelphia (412 Spruce st.).....	Gordon's (Miss) School .....	.....	Sch ...	F.	C.	Fr.	B.	1,200
5749	Philadelphia.....	Grand Lodge of Pa. F. & A. M.	1871	Mas ..	F.	C.	Fr.	R.	7,757
5750	Philadelphia (Llanwellyn).....	Greenway Literary Associa- tion	1876	Gen ..	O.	C.	S. Fr.	R.	1,500
5751	Phila. (Broad above Race).....	Hahnemann Medical Col. and Hospital of Philadelphia.	1850	Med ..	F.	C.	Fr.	B.	15,000
5752 ^c	Phila. (10th and Carpenter).....	Hebrew Education Society...	1891	Gen ..	O.	C.	F.	C.	2,000
5753	Philadelphia (Drexel Bldg.).....	Hirst Free Law Library	1885	Law ..	F.	C.	Fr.	R.	12,000
5754	Philadelphia (1300 Locust st.).....	Historical Society of Penn- sylvania.	1824	Hist ..	O.	C.	F.	R.	50,000
5755	Phila. (Sta. M)	House of Correction	1888	Asy ...	F.	D.	Fr.	C.	1,809
5756	Philadelphia (900 N. 22d st.).....	House of Refuge .....	.....	Asy ...	F.	T.	Fr.	B.	1,375
5757	Phila. (Station B) ..	Insane Dept. of Pa. Hosp.*.....	1847	Gen ..	F.	C.	Fr.	B.	4,503
5758	Phila. (917-919 Bainbridge st.).....	Institute for Colored Youth*.	1865	Sch ...	F.	C.	Fr.	R.	4,000
5759	Phila. (10th and Walnut).....	Jefferson Medical College	1898	Med ..	F.	C.	Fr.	R.	4,000
5760	Phila. (1422 N. 16th st.).....	Keneseth Israel Public Li- brary.	1892	Gen ..	O.	C.	F.	B.	5,000
5761	Phila. (1240 N. Broad st.).....	Lasalle College	1852	Col ...	F.	C.	Fr.	B.	9,953
5762	Phila. (City Hall) ..	Law Association of Phila.	1802	Law ..	F.	C.	S. Fr.	B.	39,904
5763	Philadelphia.....	Leeser Library of the Hebrew Education Society.	1868	Gen ..	F.	C.	Fr.	R.	2,000
5764	.....do.....	Library Assoc. of Friends	1835	Gen ..	F.	C.	F.	B.	10,515
5765	Phila. (Locust and Juniper sts.).....	Library Company of Phila- delphia. ^b	1731	Gen ..	O.	C.	S. Fr.	B.	210,806
5766	Phila. (Mount Airy).....	Lovett Memorial Free Lib- rary.	1885	Gen ..	O.	D.	F.	B.	14,139
5767	Phila. (German- town).....	Lutheran Orphans' Home	1898	Sch ...	F.	C.	Fr.	B.	1,775
5768	Phila. (Mount Airy).....	Lutheran Theological Semi- nary.	1804	Theo .	F.	C.	Fr.	R.	24,000
5769	Philadelphia.....	Markham Club	1898	Soc ...	R.	C.	S.	R.	1,000
5770	Philadelphia (1106 S. 5th st.).....	Mechanics' Institute	1857	Gen ..	F.	C.	S. Fr.	B.	10,000
5771	Philadelphia.....	Medico-Chirurgical College of Philadelphia.*	.....	Med ..	F.	C.	Fr.	B.	1,500
5772	.....do.....	Mercantile Library	1821	Med ..	O.	C.	S. Fr.	B.	189,000
5773	Philadelphia (109 S. 20th st.).....	Mid-City School for Girls*.....	.....	Sch ...	F.	C.	Fr.	B.	1,000
5774	Phila. (Sta. H)	Mount St. Joseph Academy*.	1860	Gen ..	F.	C.	S.	B.	7,000

* Statistics of 1900.

^a Including branches.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap- propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	125	2,942				\$462			
39,351	1,167	2,000					\$85,000		Alfred Rigling
2,100						400			
	15,004	1,691,452		\$150,000	\$10,819	168,068			John Thomson
	597	15,514			2,147	3,202			Hannah M. Jones
	412	4,356							Mary S. Allen
10,000	350	9,000						\$13,000	Thomas Wynne
1,000	80	4,364							Lina Hertzog
									William Kershaw
1,124	300	8,802			1,200	1,200			
				250	250	250			
5,327									Geo. P. Rupp
	40				57	57			Frank P. Bogan
	300								T. Bradford, M. D.
		2,000							Samuel G. Schwartz
							114,000		William M. Stewart, jr.
80,000	2,000						50,000	200,000	John W. Jordan
150		6,383			180	180	3,000		
	79								
	15	350							
500	170								Charles E. Janvrin
	130	24,000							Jennie Gerson
	1,742	9,110	\$3,422			12,671	535		Luther E. Hewitt
500									
	113	1,800							Anna B. Carroll
30,000	3,152	35,552			36,954	44,864	428,000	928,000	James G. Barnwell
		10,210							
128	208								Minnie J. Rohlfis
	67					198			Fredk. N. Trotter
	250	4,099							Cora A. Wisdom
10,000	2,052	52,319			6,005	16,862	119,853	500,000	John Ashhurst
	50	1,000				200			

^bIncluding Ridgway branch, Broad and Christian streets; erected 1878; cost \$800,000; the gift of Dr. James Rush, as a memorial to his wife, Phebe Ann (Ridgway) Rush.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA— continued.								
5775	Philadelphia (11th and Catharine).	Moyamensing Literary Insti- tute.	1853	Gen ..	F.	C.	F.	B.	7,950
5776	Philadelphia (1227 Arch st.).	New Century Guild	1882	Soc ...	F.	C.	S.	B.	3,511
5777	Philadelphia	New Church Book Assoc		Theo ..	F.	C.	F.	B.	1,700
5778	Phila. (Sta. S.)	Northeast Man. Training Sch.	1890	Sch ...	F.	T.	Fr.	B.	2,500
5779	Philadelphia (Chestnut Hill).	Notre Dame Academy*		Sch ...	F.	C.	Fr.	B.	2,000
5780	Philadelphia	Numismatic and Antiquarian Society of Philadelphia.*	1858	Soc ...	R.	C.	S.	B.	5,000
5781	Philadelphia (I.O. O. F. Temple).	Odd Fellows' Library	1850	O. F. ..	F.	C.	Fr.	R.	3,000
5782	Phila. (Olney)	Olney Free Lib. and Rdg. Rm.	1875	Gen ..	R.	C.	F.	B.	1,078
5783	Phila. (Hort. Hall, Broad below Loc- ust).	Philadelphia Horticultural Society.	1827	Sci ...	F.	C.	Fr.	B.	3,700
5784	Philadelphia (8th and Spruce sts.).	Pennsylvania Hospital Med- ical Library.	1762	Med ..	F.	C.	Fr.	R.	15,000
5785	Philadelphia (Mt. Airy).	Pennsylvania Institution for the Deaf and Dumb.	1820	Asy ...	F.	T.	Fr.	B.	6,000
5786	Philadelphia	Penn. Inst. for the Instruc- tion of the Blind.		Asy ...	F.	T.	Fr.	P.	12,041
5787	Philadelphia (329 S. Broad st.).	Penn. Museum and School of Industrial Art.	1876	Sch ...	F.	C.	Fr.	R.	1,523
5788	Philadelphia	Phila. Board of Trade Lib.* ..	1833	Mer ..	R.	C.	Fr.	R.	2,000
5789	Phila. (18th and Chestnut sts.).	Philadelphia City Institute ..	1852	Gen ...	F.	C.	F.	B.	27,100
5790	Philadelphia	Philadelphia Club*	1865	Gen ..	R.	C.	S.	R.	4,500
5791	Philadelphia (145 N. 10th st.).	Philadelphia College of Phar- macy.	1821	Med ..	F.	C.	F.	B.	12,000
5792	Phila. (10th and Reed sts.).	Philadelphia County Prison* ..		Asy ...	F.	T.	Fr.	B.	5,000
5793	Philadelphia (Sta- tion B).	Phila. Divinity School*	1862	Theo ..	F.	C.	Fr.	B.	20,000
5794	Philadelphia	Philadelphia Maritime Ex- change.	1875	Mer ..	F.	C.	S.	R.	2,500
5795	Philadelphia (233 S. 4th st.).	Philadelphia Museums	1894	Mer ..	R.	C.	F.	R.	11,257
5796	Philadelphia (1301 Spring Garden st.).	Philadelphia Normal School for Girls.	1896	Sch ...	F.	T.	Fr.	B.	8,943
5797	Philadelphia (429-35 N. 6th st.).	Philadelphia Turngemeinde ..	1849	Gen ..	F.	C.	Fr.	B.	3,130
5798	Philadelphia	Post No. 2, G. A. R.*	1875	Gen ..	R.	C.	F.	B.	1,800
5799	Philadelphia (319 Walnut st.).	Presbyterian Historical Soci- ety.	1852	Hist ..	F.	C.	S. Fr.	R.	21,000
5800	Phila. (17th and Wood sts.).	Public School*	1885	Sch ...	F.	T.	Fr.	B.	2,000
5801	Philadelphia (1511 Walnut st.).	Rittenhouse Club	1875	Soc ...	F.	C.	S.	R.	5,880
5802	Philadelphia (960 N. 8th st.).	Rodef-Shalom Free Library and Reading Room.		Gen ..	O.	C.	F.	B.	2,369
5803	Phila. (Broad and Vine sts.).	Roman Catholic High School ..	1890	Sch ...	F.	C.	Fr.	B.	2,000
5804	Philadelphia	Sacred Heart Academy and Convent (Eden Hall)*	1850	Sch ...	F.	C.	Fr.	R.	4,600
5805	Philadelphia (Sta- tion I).	St. Timothy's Workingmen's Club and Institute.*	1873	Soc ...	F.	C.	S.	B.	5,000
5806	Phila. (German n)	St. Vincent's Seminary	1868	Theo ..	F.	C.	Fr.	B.	18,700
5807	Phila. (765 S. 2d st.).	Southwark Library Company.	1821	Gen ...	O.	C.	S.	B.	9,200
5808	Philadelphia	Spring Garden Institute	1851	Gen ...	F.	C.	S. Fr.	B.	16,000
5809	.....do.....	Stephen Girard Building Law Library.		Law ...	F.	C.	Fr.	R.	6,500
5810	.....do.....	Superintendents' Pedagogi- cal Library.	1885	Sch ...	F.	T.	Fr.	B.	8,000
5811	Phila. (City Hall).	Supreme Court of Pa	1893	Law ..	F.	T.	Fr.	R.	5,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	225	5,537			\$120	\$940	\$1,250		J. H. Davis.....	5775
	120	2,567							Clara E. Hannum.....	5776
	200								Wm. H. Alden.....	5777
										5778
										5779
						300				5780
						10				5881
	115	551				30				5782
	84								David Rust.....	5783
									Milton M. Bergey.....	5784
										5785
										5786
	73								K. De M. Berg.....	5787
										5788
2,000	853	51,349				4,756			Mary A. Fell.....	5789
	300					800				5790
	150								Thos. S. Wiegand.....	5791
	500		\$450	\$450		900				5792
5,000										5793
1,000										5794
24,641	801								John J. Macfarlane.....	5795
	200	5,317							Louise F. Buhrman.....	5796
	113	500							A. F. Helbling.....	5797
200	48	284				5				5798
50,000	900					2,900	5,800		William L. Ledwith.....	5799
	200					200				5800
	179				1,147	1,147	38,938			5801
		10,241							Olga Gerson.....	5802
	100								E. J. O'Donnell.....	5803
400	500									5804
	125	2,000				100				5805
680	700								Chas. R. Maloy, C. M.....	5806
1,200	100	2,000				1,500	5,000		Victoria Mahan.....	5807
500	125	5,125								5808
										5809
	800			489		489				5810
				2,500		2,500				5811

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA— continued.								
5812	Phila. (Locust above Broad).	Teachers' Institute Library...	1868	Gen ..	F.	C.	S.	B.	15,741
5813	Phila. (Broad and Berks sts.).	Temple College.....		Sch...	F.	C.	Fr.	B.	4,200
5814	Philadelphia.....	Union League.....	1865	Soc...	F.	C.	Fr.	R.	10,416
5815	.....do.....	United States Naval Home...		Govt..	F.	T.	Fr.	B.	4,378
5816	.....do.....	University Club of Phila.	1881	Soc...	F.	C.	Fr.	B.	3,282
5817	.....do.....	University of Pennsylvania ..	1740	Col...	O.	C.	Fr.	B.	225,525
5818	.....do.....	Biddle Law Library.....	1886	Law ..	O.	C.	Fr.	R.	30,532
5819	.....do.....	Department of Medicine.		Med ..	F.	C.	Fr.	R.	10,000
5820	.....do.....	Ursinus College, School of Theology (Ref. Ch. in U. S.).		Theo ..	F.	C.	Fr.	R.	2,000
5821	.....do.....	Wagner Free Inst. of Science.	1847	Sci....	F.	D.	F.	R.	25,000
5822	Phila. (8S. 12thst.).	William Penn Charter School.		Sch...	F.	C.	Fr.	B.	2,000
5823	Philadelphia.....	Woman's Medical Col. of Pa.	1850	Med ..	F.	C.	S.	B.	2,600
5824	Philadelphia(18th and Arch sts.).	Woman's Christian Associa- tion Free Library.*	1875	Soc...	R.	C.	Fr.	B.	4,700
5825	Philadelphia.....	Young Men's Christian Assoc.	1854	Y. M..	F.	C.	S. Fr.	B.	5,400
5826	Phila. (German'tn)	.....do.....	1871	Y. M..	F.	C.	S.	B.	1,000
5827	Philadelphia(18th and Arch sts.).	Young Women's Christian Association.		Y. W..	F.	C.	F.	B.	5,000
5828	Philipsburg.....	Public School.....	1892	Sch...	F.	D.	Fr.	B.	2,300
5829	Phoenixville.....	Public Library of the Phoenix- ville School District.	1896	Gen ..	O.	T.	F.	B.	4,737
5830	Pinegrove.....	Public High School	1874	Sch...	F.	T.	Fr.	B.	1,150
5831	Pittsburg.....	Academy of Medicine.....	1896	Med ..	R.	C.	Fr.	R.	3,360
5832	.....do.....	Allegheny County Law Lib.*.	1867	Law ..	F.	T. C.	F.	R.	33,000
5833	.....do.....	Bishop Bowman Institute*.		Sch...	F.	C.	Fr.	B.	2,000
5834	.....do.....	Carnegie Library a.....	1895	Gen...	O.	T.	F.	B.	159,257
5835	.....do.....	Catholic Library.....	1897	Soc...	O.	C.	F.	B.	3,500
5836	.....do.....	Central High School.....		Sch...	F.	T.	Fr.	B.	2,800
5837	.....do.....	College of Pharmacy.....	1878	Med ..	F.	C.	Fr.	R.	1,200
5838	Pittsburg (410 Penn ave.).	Engineers' Society of West- ern Pennsylvania.	1880	Soc...	R.	C.	Fr.	R.	3,000
5839	Pittsburg.....	German Library Association..	1851	Soc...	R.	C.	S. Fr.	B.	12,000
5840	Pittsburg (3333 5th ave.).	Lady of Mercy Academy	1894	Sch...	F.	C.	Fr.	R.	3,500
5841	Pittsburg.....	Library Association.....	1848	Mer...	F.	C.	S. Fr.	B.	35,000
5842	.....do.....	Penn. Col. for Women.....	1869	Col...	F.	C.	Fr.	R.	2,785
5843	Pittsburg (440 6th ave.).	Pittsburg Acad. of Medicine*.	1892	Med ..	F.	C.	Fr.	R.	2,841
5844	Pittsburg.....	Pitts. Col. of the Holy Ghost..	1878	Col...	F.	C.	Fr.	C.	3,500
5845	.....do.....	Public High School *.....	1859	Sch...	F.	T.	Fr.	B.	3,500
5846	Pittsburg (Shady Side).	Shady Side Academy.....		Sch...	F.	C.	Fr.	B.	1,000
5847	Pittsburg (Shady ave.).	Thurston Preparatory School.	1893	Sch...	F.	C.	Fr.	B.	1,400
5848	Pittsburg (228 Wyom- ing ave.).	Young Men's Christian Associa- tion.	1866	Y. M..	F.	C.	F.	R.	7,000
5849	Pittston.....	Pittston Library*.....	1873	Gen...	R.	C.	F.	B.	1,124
5850	.....do.....	Public High School.....	1891	Sch...	F.	T.	Fr.	B.	1,460
5851	Polk.....	State Inst. for Feeble-Minded of Western Pennsylvania.		Asy...	F.	T.	Fr.	B.	1,000
5852	Pottstown.....	Hill School.....	1851	Sch...	F.	C.	Fr.	B.	4,500
5853	.....do.....	Public School	1870	Sch...	F.	D.	F.	B.	3,196
5854	Pottsville.....	Athenæum Library.....	1877	Gen...	R.	C.	S. Fr.	B.	3,331
5855	.....do.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,000
5856	Punxsutawney.....	Public High School.....		Sch...	F.	T.	Fr.	B.	1,000
5857	Quakertown.....	Richland Library Company..	1795	Gen...	R.	C.	S. Fr.	B.	2,013
5858	Reading.....	Berks County Law Library.....	1860	Law ..	F.	C.	Fr.	B.	5,000
5859	.....do.....	Boys' High School.....	1896	Sch...	F.	T.	Fr.	B.	1,000
5860	.....do.....	Girls' High School.....		Sch...	F.	T.	Fr.	B.	4,240
5861	.....do.....	Public Library.....	1808	Gen...	F.	T.	F.	B.	17,600
5862	.....do.....	Schuylkill Seminary.....	1881	Sch...	F.	C.	S.	B.	1,000
5863	Ridley Park.....	Public Library.....	1896	Gen...	F.	T.	F.	B.	2,200

*Statistics of 1900.

a Including 5 branches.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	256								Miss A. E. Lindsay.....	5812
	600								Albert E. McKinley.....	5813
	339								Alfred Lee.....	5814
	139									5815
200	552								Ewing Jordan, M. D.....	5816
100,000	12,664	20,869						\$200,000	Morris Jastrow, jr.....	5817
	2,139		\$5,655			\$5,655			Mrs. M. C. Klingelsmith	5818
										5819
										5820
										5821
										5822
									Adelaide W. Peckham,	5823
									M. D.	
	100	7,244				127				5824
550	415	5,826				450			J. H. Bosworth.....	5825
	100	6,235								5826
									Miss L. Voute.....	5827
80	20	1,200								5828
	480	18,246	2,000			2,105		20,000	Elmira W. Pennypacker.	5829
										5830
	150								Williamina Duncan.....	5831
50	450									5832
										5833
9,854	23,146	522,774		\$116,000	\$1,000	124,627	\$20,000	993,000	Edwin H. Anderson.....	5834
	200	1,000				900		35,000	Julia Robbitt.....	5835
	50								Margaret McCreight.....	5836
									H. A. Spilker.....	5837
										5838
		4,000				900				5839
										5840
10,000	400	40,000			500	2,000	7,500		H. M. Graham.....	5841
	184									5842
										5843
200	100	1,200							Jos. A. Danner, C. S. Sp...	5844
	50									5845
										5846
300										5847
157	1,001								J. B. Griggs.....	5848
	550	11,666				593				5849
	120	1,332				200				5850
										5851
	100								William Price.....	5852
200	143	8,523			160	160			Jane A. McCarthy.....	5853
	180	1,515				395			B. N. Hyde.....	5854
										5855
	60					80	200		Eleanor Foulke.....	5856
										5857
	50									5858
	80	2,056		100		100			R. E. Richardson.....	5859
	2,312	80,283		5,000	23	5,023	500	25,000	Annie E. Goodman.....	5860
	100					105			Albert R. Durham.....	5861
	150	4,990	255			292			Edwin D. McHose.....	5862
									Geo. Gailey Chambers...	5863

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA— continued.								
5864	Riegelsville.....	Public Library.....	1885	Gen ..	O.	C.	S. Fr.	B.	3,546
5865	Royersford.....	Free Public Library*.....	1898	Gen ..	R.	C.	Fr.	B.	1,193
5866	Saegertown.....	Public High School*.....	1888	Sch ..	F.	T. C.	F.	B.	1,000
5867	St. Marys.....	St. Marys Benedictine Priory	1850	Soc ..	F.	C.	Fr.	R.	5,000
5868	Scottdale.....	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
5869	Scranton.....	Connell Law Library	1899	Law ..	O.	C.	Fr.	R.	5,550
5870	Scranton (1102 Green Ridge st.).	Green Ridge Public Library Association.*		Gen ..	R.	C.	F.	B.	2,400
5871	Scranton (422 Adams ave.).	Lackawanna Institute of His- tory and Science.*	1886	Sci....	R.	C.	Fr.	B.	2,000
5872	Scranton.....	Lackawanna Law and Li- brary Association.	1891	Law ..	F.	C.	S.	R.	4,500
5873	.....do.....	Public Library	1890	Gen ..	O.	T.	F.	B.	45,320
5874	.....do.....	St. Cecilia Academy	1872	Sch ..	F.	C.	Fr.	R.	1,250
5875	.....do.....	St. John's College*	1884	Col ..	F.	C.	Fr.	R.	3,844
5876	.....do.....	School of the Lackawanna *		Sch ..	F.	C.	Fr.	B.	2,000
5877	Selinsgrove.....	Susquehanna University.....	1859	Col ..	F.	C.	Fr.	B.	6,600
5878	Sellersville.....	Public School	1896	Sch ..	F.	T.	Fr.	R.	1,320
5879	Sewickley.....	Public Library	1876	Gen ..	F.	T.	F.	B.	6,348
5880	Shamokin.....	Public High School	1894	Sch ..	F.	T.	Fr.	R.	1,000
5881	Sharon.....	Hall Institute	1888	Sch ..	F.	C.	Fr.	B.	1,000
5882	.....do.....	Public School		Sch ..	F.	T.	Fr.	R.	2,126
5883	Sharpsville.....	Public School		Sch ..	F.	D.	S.	B.	1,200
5884	Sheffield.....	Union School	1893	Sch ..	F.	D.	Fr.	B.	1,000
5885	Shenandoah.....	Public School	1880	Sch ..	F.	T.	F.	B.	4,857
5886	Sheridanville.....	Sheridan Free Public Lib.	1900	Gen ..	F.	T.	F.	B.	3,500
5887	Shippensburg.....	Cumberland Valley State Normal School.	1873	Sch ..	F.	T.	Fr.	R.	5,000
5888	Slipperyrock.....	State Normal School.....	1889	Sch ..	F.	T.	Fr.	B.	2,000
5889	Smethport.....	Public High School		Sch ..	F.	T.	Fr.	B.	1,100
5890	South Bethlehem.....	Lehigh University	1877	Col ..	O.	C.	Fr.	R.	84,657
5891	.....do.....	People's Free Public Library.	1903	Gen ..	K.	D.	F.	B.	2,200
5892	Southfork.....	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
5893	South Hermitage.....	John McAlly Library	1876	Gen ..	F.	C.	F.	B.	2,000
5894	State College.....	Pennsylvania State College.		Col ..	F.	T.	F.	R.	20,125
5895	.....do.....	Public Library	1898	Gen ..	F.	D.	F.	B.	1,454
5896	Steelton.....	Free Library	1884	Gen ..	F.	T.	F.	B.	3,000
5897	.....do.....	Public High School*.....		Sch ..	F.	T.	Fr.	B.	2,500
5898	Sugargrove.....	Sugargrove Seminary (John Hopkins Library).	1884	Sch ..	F.	C.	F.	R.	1,000
5899	Sunbury.....	Public High School*.....		Sch ..	F.	T.	Fr.	B.	1,200
5900	Susquehanna.....	Susquehanna Library	1850	Gen ..	F.	C.	Fr.	B.	5,500
5901	Swarthmore.....	Friends' Historical Library ..		Hist ..	F.	C.	F.	R.	2,636
5902	.....do.....	Swarthmore College	1864	Col ..	F.	C.	Fr.	B.	16,000
5903	.....do.....	Delphic Literary Society ..	1875	C. Soc. F.	C.	S. Fr.	B.	1,521	
5904	.....do.....	Funonian Literary Soc		C. Soc. F.	C.	F.	R.	1,000	
5905	Tarentum.....	I. O. O. F. Library	1870	O. F. C.	R.	C.	Fr.	B.	1,900
5906	Tidioute.....	Public Library		Gen ..	F.	T.	F.	C.	1,000
5907	Towanda.....	Public Library	1897	Gen ..	O.	T.	F.	B.	4,188
5908	.....do.....	Susquehanna Collegiate Inst.	1852	Sch ..	F.	C.	Fr.	B.	1,200
5909	Tremont.....	Public High School	1882	Sch ..	F.	T.	S. Fr.	B.	1,000
5910	Troy.....	Public High School	1883	Sch ..	F.	T.	F.	B.	2,000
5911	Turtlecreek.....	Union High School		Sch ..	F.	T.	Fr.	B.	3,000
5912	Uniontown.....	Book Club Library	1860	Soc ..	F.	C.	S.	B.	3,000
5913	.....do.....	Madison Academy		Sch ..	F.	C.	Fr.	B.	1,500
5914	.....do.....	Public High School		Sch ..	F.	T.	Fr.	B.	1,000
5915	Vandergrift.....	Public Library	1901	Gen ..	R.	T. D.	F.	B.	3,034
5916	Villamaria.....	St. Mary's Library*.....	1854	Gen ..	R.	C.	Fr.	B.	3,700
5917	Villanova.....	Villanova College	1842	Col ..	F.	C.	S. Fr.	R.	4,307
5918	.....do.....	Augustinian College of St. Thomas.		Theo ..	F.	C.	Fr.	R.	12,000
5919	Wanamie.....	Newport Township Free Lib.	1896	Gen ..	F.	T.	F.	B.	2,731
5920	Warren.....	Public Library	1876	Gen ..	C.	T. D.	F.	R.	12,000
5921	Washington.....	Citizens' Library	1870	Gen ..	F.	C.	S. Fr.	B.	5,800
5922	.....do.....	Trinity Hall*.....	1879	Sch ..	F.	C.	Fr.	R.	3,000
5923	.....do.....	Washington County Law Lib*		Law ..	F.	C.	F.	R.	2,500

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home us.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
156	200								E. C. Brinker, jr.....	5864
200	100	5,000	\$50			\$80				5865
										5866
										5867
										5868
	37	10,900				1,200			Annie W. Broadbent....	5869
										5870
										5871
200	500					1,500			Herman Osthaus.....	5872
7,100	3,104	119,662		\$14,365	\$50	15,042	\$1,000	\$125,000	Henry J. Carr.....	5873
840	844								Sister Mary Crescentia..	5874
										5875
	200					250			Thos. C. Houtz.....	5876
20	25	725								5877
300	721	18,625	1,998			2,094			Elisabeth Knapp.....	5878
600	50								John Harris.....	5879
										5880
						200				5881
						25			T. D. Vieckerman.....	5882
	136	125				107			A. W. Mumford.....	5883
	128	9,824	689			693			Jacob S. Williams.....	5884
300	250	11,000	204			229			Nellie Faloney.....	5885
	694								Ida B. Quigley.....	5886
										5887
	50	2,500							Mabel F. McCarnes.....	5888
35,484	2,045				4,360	4,360		100,000	W. H. Chandler.....	5889
									Alta B. Claflin.....	5890
	150	200			250	250	5,000		Rev. Cleveland Frame..	5891
1,594				3,351		3,354			Helen M. Bradley.....	5892
100	100	4,088				102			M. J. Penney.....	5893
300	200	4,231	250			250			L. E. McGinnis.....	5894
										5895
	25					20			M. R. Woodland.....	5896
										5897
	181	7,028				342			Mrs. M. H. Boynton.....	5898
	98					131	500		Arthur Beardsley.....	5899
	750				500	500			S. M. Nowell.....	5900
78	14	1,700				78	1,500		H. W. Mowery.....	5901
									William H. Linton.....	5902
	75								L. A. Stoup.....	5903
		200								5904
	420	14,526							Helen Elwell Rockwell..	5905
100	25									5906
	15	1,500							Katie E. Kohr.....	5907
										5908
										5909
	200					300			Alex. D. Ewing.....	5910
										5911
	1,071	15,000	900			2,244			Edith M. Bell.....	5912
350	36	180				50				5913
									Rev. James J. Dean.....	5914
										5915
		3,000	800			805			Geo. W. Cox.....	5916
										5917
	500	2,583								5918
										5919
										5920
										5921
										5922
	75					300				5923

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
PENNSYLVANIA— continued.								
5924	Washington.....	Washington Female Seminary.....	Sch....	F.	C.	S.	B.	1,500
5925	.....do.....	Washington and Jefferson College.....	1789	Col....	O.	C.	Fr.	16,000
5926	.....do.....	Young Men's Christian Assoc*.....	1890	Y. M.	R.	C.	F.	1,000
5927	Watson town.....	Public High School.....	.....	Sch....	F.	T.	Fr.	1,500
5928	Wayne.....	St. Luke's School.....	1884	Sch....	F.	C.	Fr.	3,000
5929	Waynesboro.....	Public High School*.....	.....	Sch....	F.	T.	Fr.	1,000
5930	Waynesburg.....	Waynesburg College.....	1860	Col....	F.	C.	Fr.	6,535
5931	Weis Library.....	Weis Library.....	1896	Gen....	O.	D.	F.	3,500
5932	Westchester.....	Birmingham Library.....	1795	Gen....	F.	C.	Fr.	2,005
5933	.....do.....	Chester County Hist. Soc.....	.....	Hist....	F.	C.	S. Fr.	2,000
5934	.....do.....	Chester Co. Law and Misc. Lib.*.....	1861	Law....	F.	C.	S.	7,000
5935	.....do.....	Darlington Seminary.....	1851	Sch....	F.	C.	S.	3,000
5936	.....do.....	Public Library*.....	1872	Gen....	O.	T. C.	F.	4,500
5937	.....do.....	Public School.....	1846	Sch....	F.	T.	Fr.	1,500
5938	.....do.....	State Normal School.....	1872	Sch....	F.	T.	Fr.	9,212
5939	Westtown.....	Westtown School.....	1803	Sch....	F.	C.	Fr.	5,000
5940	Wiconiseo.....	Public High School.....	1886	Sch....	F.	T.	F.	2,000
5941	Wilkesbarre.....	Law and Library Association.....	1856	Law....	F.	C.	S.	10,000
5942	.....do.....	Osterhout Free Library.....	1886	Gen....	O.	D.	F.	33,228
5943	.....do.....	Wyoming Hist. and Geol. Soc.....	1858	Hist....	F.	C.	Fr.	19,000
5944	.....do.....	Young Men's Christian Assoc.....	1871	Y. M.	F.	C.	F.	1,200
5945	Williamson Sch.....	Williamson Free School of Mechanical Trades.....	1888	Sch....	F.	C.	Fr.	2,600
5946	Williamsport.....	Public School.....	1882	Sch....	F.	T.	F.	5,500
5947	.....do.....	Williamsport Dickinson Seminary (Alumni Library).....	1900	Sch....	F.	C.	Fr.	5,000
5948	.....do.....	Y. M. C. A. Library*.....	1888	Y. M.	F.	C.	S.	2,200
5949	Wyalusing.....	Public Library.....	.....	Gen....	O.	C.	F.	1,545
5950	Wyncoote.....	Cheltenham Hills School*.....	.....	Sch....	F.	C.	Fr.	1,250
5951	Yardley.....	Yardleyville Library.....	1845	Gen....	O.	C.	S. Fr.	4,017
5952	York.....	His. Soc. of York County.....	1902	Hist....	F.	C.	F.	2,000
5953	.....do.....	Public Library.....	1897	Gen....	F.	T.	F.	6,326
5954	.....do.....	York Collegiate Inst. (Cassat Library.).....	1873	Sch....	F.	C.	Fr.	3,000
5955	.....do.....	York County Academy.....	1787	Sch....	F.	C.	Fr.	1,200
5956	.....do.....	York County Law Library*.....	1868	Law....	F.	C.	Fr.	4,000
RHODE ISLAND.								
5957	Anthony.....	Free Library.....	1874	Gen....	O.	T. D.	F.	3,070
5958	Apponaug.....	Free Library.....	.....	Gen....	R.	T.	F.	3,847
5959	Arlington.....	Public Library.....	1895	Gen....	F.	T. C.	F.	3,453
5960	Ashaway.....	Free Library Association.....	1871	Gen....	F.	T.	F.	5,897
5961	Ashton.....	Library Association*.....	1870	Gen....	R.	T. C.	S.	2,809
5962	Auburn.....	Public Library Association.....	1888	Gen....	R.	T.	S. Fr.	6,425
5963	Barrington.....	Public Library.....	1880	Gen....	F.	T.	F.	8,048
5964	Block Island.....	Island Free Library.....	1878	Gen....	F.	T.	F.	3,000
5965	Bristol.....	Public High School.....	.....	Sch....	F.	T.	F.	1,900
5966	.....do.....	Rogers Free Library.....	1878	Gen....	O.	T.	F.	14,637
5967	Carolina.....	Public Library.....	1881	Gen....	F.	T.	F.	3,461
5968	Centerdale.....	Union Free Library.....	1871	Gen....	O.	T.	F.	4,159
5969	Central Falls.....	Free Public Library.....	1882	Gen....	F.	T.	F.	9,000
5970	Crompton.....	Free Library.....	1876	Gen....	O.	T. C.	F.	5,397
5971	East Greenwich.....	East Greenwich Academy.....	.....	Sch....	F.	T.	Fr.	1,000
5972	.....do.....	Free Library.....	1867	Gen....	O.	C.	F.	6,474
5973	East Providence.....	Watchemoket Free Pub. Lib.....	.....	Gen....	F.	T.	F.	6,769
5974	East Providence Center.....	East Providence Free Library.....	.....	Gen....	F.	T. C.	F.	5,062
5975	Edgewood.....	Free Public Library*.....	1897	Gen....	O.	T.	F.	1,538
5976	Exeter.....	Mantou Free Library.....	1880	Gen....	F.	T.	F.	3,371
5977	Greenville.....	Public Library.....	1881	Gen....	O.	T.	F.	4,313
5978	Hope.....	Hope Library.....	.....	Gen....	F.	C.	F.	1,750
5979	Hope Valley.....	Langworthy Public Library.....	1888	Gen....	R.	T.	F.	5,469
5980	Howard.....	Soekanasel School for Boys*.....	1859	Asy....	F.	T.	Fr.	2,000
5981	.....do.....	State Prison.....	.....	Asy....	F.	T.	F.	2,710
5982	Jamestown.....	Philomenian Library.....	1849	Gen....	O.	T.	F.	5,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of Librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
10,000	200	400				\$900		\$50,000		5924 5925
										5926 5927 5928 5929
3,000	400 100	300			\$2,197	300 2,197	\$50,000	5,000	A. L. Darby Jos. J. Schmitt	5930 5931 5932
1,000						128			Samuel Marshall	5933 5934 5935
200	20	15,784 1,800							Addison L. Jones	5936 5937
128	234 190	8,523				597 250			Alice Cochran	5938 5939
	150	800				225			W. W. Dewees	5940
	450					1,000			Geo. S. J. Keen	5941
	1,861	87,941			24,720	24,720	567,700	56,372	Myra Poland	5942
	1,178				1,000	2,250	22,000		Rev. Horace E. Hayden	5943
300					20	20	500			5944
	125	1,000				450				5945
3,000	800	3,972				594			Louise M. Reeder	5946
150	200	685				315			C. E. McCloskey	5947
	200	3,000						7,000	Sarah C. Adams	5948 5949
1,000	1,000						3,250		Harriet W. Comly	5950 5951
2,000	506 36	6,265 300		\$840		860			Geo. R. Prowell	5952 5953 5954
	200 250	250				500			Elmer E. Wentworth	5955 5956
	128	2,378		325		3,825		3,500	Myra S. Anthony	5957
	178	3,821		271		279			Sarah A. Robinson	5958
	476	10,784	\$700	121		1,168			Mary F. Walker	5959
	160	3,834		300		301			Herbert F. Larkin	5960
	200					240				5961
	207	17,650		1,146		1,266			Flora M. Kendall	5962
	337	8,750	500	200		734			Emma S. Bradford	5963
	100	700		150		150			E. P. Champlin	5964 5965
	383	15,819		1,100	600	1,700	1,000	14,000	Geo. U. Arnold	5966
	120	2,157		156		213			John F. Kelly	5967
	128	2,134		250		250		500	Frank C. Angell	5968
				1,300		1,300				5969
	132	6,384		250		570		1,200	Annic M. Livsey	5970 5971
	291	10,019		146	344	516	14,000	5,000	Emma J. Knight	5972
	390	15,552		646		725			Jennie E. Briggs	5973
	113	2,720		396	54	474			Clara B. Mowry	5974
15	230	5,641		896				2,000		5975
	100	428		146		146			Phebe H. Edwards	5976
	161	2,843		271		283		1,200	Lloyd L. Mathewson	5977
	94	1,401								5978
100	245	5,241		250		352			Clara A. Olney	5979
	200	800		200		200				5980
600	150	5,335		146		216			A. G. Wilcox	5981
									Mrs. L. C. Hammond	5982

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
RHODE ISLAND— continued.								
5983 Kingston	Free Library .....	.....	Gen ..	F ..	T. C.	F ..	B ..	7,020
5984 ..do.	Rhode Island Col. of Agricul- ture and Mechanic Arts.	1890	Col ..	F ..	T ..	Fr.	R ..	10,000
5985 Lakewood	Free Library	1845	Gen ..	F ..	T ..	F ..	B ..	4,200
5986 Little Compton	Free Public Library	1879	Gen ..	F ..	T ..	F ..	B ..	2,204
5987 Lonsdale	Lib. and Read. Room Assoc.* ..	1854	Gen ..	R ..	C ..	S ..	B ..	3,904
5988 Manville	Manville Library	1872	Gen ..	F ..	T ..	F ..	B ..	2,237
5989 Matunuck	Robert Beverly Hale Memo- rial Library.*	1896	Gen ..	O ..	T ..	F ..	B ..	2,500
5990 Natick	Free Library *	1889	Gen ..	R ..	T ..	F ..	B ..	2,375
5991 Newport	Middletown Free Library * ..	1848	Gen ..	R ..	C ..	F ..	B ..	1,600
5992 ..do.	Newport Historical Society ..	1853	His ..	F ..	C ..	F ..	R ..	9,000
5993 ..do.	People's Library	1869	Gen ..	O ..	C ..	F ..	B ..	34,500
5994 ..do.	Post Library (Fort Adams) ..	.....	Gar ..	F ..	T ..	F ..	B ..	1,650
5995 ..do.	Redwood Library	1747	Gen ..	O ..	C ..	S. Fr.	B ..	45,700
5996 ..do.	Rogers High School .....	.....	Sch ..	F ..	T ..	Fr.	B ..	1,205
5997 ..do.	Y. M. C. A. Library *	1888	Y. M ..	F ..	C ..	S ..	B ..	2,000
5998 Oak Lawn	Free Library	1889	Gen ..	F ..	T ..	F ..	B ..	4,269
5999 Olneyville	Ladies' Pascoag Library	1875	Gen ..	O ..	T. C.	F ..	B ..	8,600
6000 Pascoag	Deborah Cook Sayles Library ..	.....	Gen ..	R ..	C ..	S ..	C ..	1,550
6001 Pawtucket	Public High School .....	.....	Gen ..	O ..	T ..	F ..	B ..	21,382
6002 ..do.	Narragansett Library Assoc ..	1855	Sch ..	F ..	T ..	Fr.	R ..	2,000
6003 Peace Dale	Pawtucket Valley Free Lib ..	1884	Gen ..	F ..	D ..	F ..	B ..	9,723
6004 Phenix	Public Library	1884	Gen ..	F ..	T ..	F ..	B ..	6,000
6005 Pontiac	Free Public Library	1898	Gen ..	O ..	T. C.	F ..	C ..	3,156
6006 Portsmouth	Academy of the Sacred Heart ..	.....	Sch ..	F ..	C ..	Fr.	B ..	5,000
6007 Providence	Brown University	1707	Col ..	O ..	C ..	Fr.	B ..	135,000
6008 ..do.	Butler Hospital for the Insane ..	.....	Asy ..	F ..	C ..	Fr.	R ..	3,000
6009 ..do.	Classical High School	1897	Sch ..	F ..	T ..	Fr.	R ..	1,343
6010 ..do.	Davis's Circulating Library ..	1855	Gen ..	R ..	C ..	S ..	C ..	7,000
6011 ..do.	Edgewood Free Public Li- brary	1897	Gen ..	O ..	T ..	F ..	B ..	2,175
6012 Providence (Elm- wood Station).	English High School .....	.....	Sch ..	F ..	T ..	Fr.	B ..	4,244
6013 ..do.	Franklin Lyceum Library	1847	Mer ..	R ..	C ..	S ..	R ..	4,302
6014 ..do.	Friends' School	1819	Sch ..	F ..	C ..	Fr.	R ..	8,000
6015 ..do.	Gregory's Circulating Lib	1881	Gen ..	R ..	C ..	Fr.	C ..	7,500
6016 ..do.	La Salle Academy	1871	Sch ..	F ..	C ..	Fr.	R ..	1,030
6017 ..do.	Olneyville Free Library *	1875	Gen ..	O ..	T. C.	F ..	B ..	8,565
6018 ..do.	Providence Athenæum	1753	Gen ..	O ..	C ..	S ..	B ..	65,621
6019 ..do.	Public Library	1878	Gen ..	O ..	T. C.	F ..	B ..	109,429
6020 ..do.	Rhode Island Historical Soc ..	1822	His ..	F ..	T. C.	Fr.	B ..	22,000
6021 ..do.	Rhode Island Hospital .....	.....	Med ..	F ..	C ..	Fr.	B ..	1,000
6022 ..do.	Rhode Island Medical Soc	1879	Med ..	F ..	C ..	Fr.	B ..	15,000
6023 ..do.	Sacred Heart Convent Lib.* ..	.....	Sch ..	F ..	C ..	Fr.	B ..	3,150
6024 ..do.	St. Francis Xavier Academy ..	.....	Sch ..	F ..	C ..	S ..	B ..	2,000
6025 ..do.	State Law Library	1868	Law ..	F ..	T ..	F ..	R ..	27,500
6026 ..do.	State Library .....	.....	State ..	F ..	T ..	Fr.	R ..	15,000
6027 ..do.	State Normal School	1871	Sch ..	F ..	T ..	F ..	B ..	12,200
6028 ..do.	Union for Christion work * ..	1868	Soc ..	R ..	C ..	F ..	C ..	5,247
6029 ..do.	Y. M. C. A. Library	1854	Y. M ..	F ..	C ..	S. Fr.	B ..	3,500
6030 ..do.	Y. W. C. T. U. Tea Room Lib ..	1880	Y. W ..	R ..	C ..	S. Fr.	C ..	1,550
6031 ..do.	Free Public Library .....	.....	Gen ..	O ..	T ..	F ..	B ..	4,398
6032 Riverside	Willette Free Library	1886	Gen ..	O ..	T ..	F ..	C ..	7,700
6033 Saundertown	Sayles Free Lib. Association ..	1886	Gen ..	F ..	T. C.	F ..	B ..	1,407
6034 Saylesville	Clark's Mills W. C. T. U. Free Library	1889	Soc ..	F ..	T ..	F ..	R ..	1,950
6035 Shannock	Free Library	1891	Gen ..	R ..	T ..	F ..	C ..	2,500
6036 Summit	Whitridge Hall Free Library ..	.....	Gen ..	F ..	T. D.	F ..	B ..	4,479
6037 Tiverton	Union Public Library	1888	Gen ..	R ..	C ..	F ..	B ..	2,888
6038 Tiverton Four Corners.	Free Public Library .....	.....	Gen ..	F ..	T. C.	F ..	B ..	2,700
6039 Valley Falls	George Hall Free Library * ..	1871	Gen ..	O ..	T ..	F ..	B ..	8,000
6040 Warren	League Free Library .....	.....	Gen ..	O ..	T ..	F ..	B ..	3,850
6041 Warwick	Public High School .....	.....	Sch ..	F ..	T ..	F ..	R ..	2,000
6042 Westerly	Public Library	1894	Gen ..	O ..	C ..	F ..	B ..	15,564

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation, D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
.....	284	3,928	.....	\$150	.....	\$616	.....	.....	Lewis B. Alch, jr.	5983
4,000	875	.....	.....	1,876	.....	1,876	.....	.....	Lillian M. George	5984
.....	.....	3,970	.....	296	.....	297	.....	.....	J. A. Belcher	5985
.....	114	1,510	.....	100	.....	100	.....	.....	J. E. Taylor	5986
.....	226	2,249	.....	.....	.....	464	.....	.....	.....	5987
.....	135	3,372	.....	121	.....	126	.....	.....	W. D. Aldrich	5988
.....	250	2,200	.....	121	.....	171	.....	.....	.....	5989
50	25	3,000	.....	200	.....	255	.....	.....	.....	5990
11,000	.....	250	.....	.....	.....	725	.....	.....	.....	5991
6,006	707	31,166	.....	.....	\$6,000	6,117	\$106,000	.....	R. F. Tilley	5992
.....	.....	.....	.....	.....	.....	.....	.....	.....	Jane E. Gardner	5993
.....	908	15,634	.....	.....	.....	4,822	75,136	.....	Richard Bliss	5994
.....	.....	.....	.....	.....	.....	.....	10,000	.....	.....	5995
.....	500	350	.....	.....	.....	.....	.....	.....	.....	5996
787	481	3,902	.....	625	.....	650	.....	.....	L. M. Shaw	5997
.....	395	12,318	\$1,000	196	883	2,575	16,000	\$35,000	Harriet H. Richardson	5998
.....	45	.....	.....	.....	.....	68	.....	.....	.....	5999
.....	948	46,420	7,000	196	.....	7,371	.....	250,000	Minerva A. Sanders	6000
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6001
.....	763	15,111	.....	200	.....	1,774	32,000	.....	H. W. Fison	6002
.....	345	7,814	.....	296	.....	573	.....	.....	H. W. Spencer	6003
330	112	2,356	.....	121	.....	222	.....	.....	B. E. Albro	6004
500	153	2,142	.....	100	.....	395	.....	2,000	Katherine B. Fisk	6005
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6006
30,000	5,608	6,076	.....	8,654	3,428	14,485	77,427	120,000	H. L. Koopman	6007
.....	100	.....	.....	.....	.....	.....	.....	.....	.....	6008
1,000	200	.....	.....	.....	.....	.....	.....	.....	.....	6009
50	150	5,989	.....	925	.....	1,040	.....	2,000	E. T. Hill	6010
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6011
2,034	430	.....	.....	.....	203	900	8,743	.....	.....	6012
.....	.....	1,600	.....	.....	.....	.....	.....	.....	.....	6013
.....	.....	.....	.....	.....	.....	.....	.....	.....	Caroline R. Jones	6014
200	100	.....	.....	.....	.....	.....	.....	.....	Lucy E. Baker	6015
.....	527	14,400	200	.....	.....	2,375	20,000	30,000	Brother Peter	6016
6,852	1,750	50,466	.....	.....	1,624	8,652	39,709	50,000	Joseph LeRoy Harrison	6017
20,000	7,053	123,014	.....	20,200	13,453	49,612	.....	475,000	W. E. Foster	6018
45,000	1,875	.....	.....	1,500	1,537	4,029	41,235	.....	C. S. Brigham	6019
.....	20	.....	.....	.....	.....	55	.....	.....	Geo. S. Mathews, M. D.	6020
.....	.....	.....	.....	.....	.....	.....	.....	.....	Geo. D. Hersey	6021
1,000	.....	.....	.....	.....	.....	80	.....	.....	Sister Margaret Mary	6022
.....	485	.....	.....	3,500	.....	3,500	.....	.....	J. H. Bongartz	6023
3,000	1,430	.....	.....	800	.....	800	.....	.....	H. O. Brigham	6024
.....	1,000	4,000	.....	.....	.....	.....	.....	.....	.....	6025
.....	146	12,292	.....	.....	.....	146	.....	.....	.....	6026
.....	.....	3,130	.....	.....	.....	183	.....	.....	.....	6027
.....	75	350	.....	.....	.....	200	100	.....	Fannie Atkinson	6028
.....	171	5,828	.....	.....	.....	.....	.....	.....	Mary W. Blodget	6029
.....	135	2,200	.....	250	.....	294	.....	100	Ruth A. Arnold	6030
.....	.....	542	.....	71	.....	331	.....	.....	W. T. Asquith	6031
.....	50	1,400	96	35	.....	131	.....	.....	N. F. Kenyan	6032
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6033
.....	100	1,100	.....	175	.....	175	.....	.....	.....	6034
30	180	2,340	.....	146	.....	189	.....	.....	Mary J. Seabury	6035
.....	163	1,933	.....	121	.....	141	.....	.....	.....	6036
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6037
.....	86	1,644	.....	96	.....	233	.....	.....	I. L. Dana	6038
.....	153	11,028	.....	800	.....	800	.....	.....	.....	6039
.....	130	4,600	.....	125	.....	125	.....	.....	Mary A. Lane	6040
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6041
4,500	684	27,630	.....	.....	.....	.....	150,000	.....	Ethan Wilcox	6042
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6043

^a Does not include a recent bequest of the late John Carter Brown, amounting to \$500,000, not yet available. Of this fund, \$150,000 is to be used for the erection of a new building for the library.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	RHODE ISLAND— continued.								
6044	Wickford	North Kingstown Free Lib...	1899	Gen ..	O ..	T ..	F ..	B ..	3,056
6045	Woonsocket	Harris Institute Library	1865	Gen ..	F ..	T ..	F ..	B ..	15,672
	SOUTH CAROLINA.								
6046	Aiken	Schofield Normal and Indus- trial School.*	1868	Sch ...	F ..	C ..	Fr ..	C ..	2,000
6047	Anderson	Central High School	1898	Sch ...	F ..	T ..	Fr ..	B ..	2,478
6048	Cedar Springs	South Carolina Institution for the Education of the Deaf and Blind.	1849	Asy ...	F ..	T ..	Fr ..	B ..	1,000
6049	Charleston	Charleston Orphan House....	1800	Asy ...	F ..	C ..	F ..	B ..	4,342
6050	.....do.....	College of Charleston	1785	Col ...	O ..	C ..	Fr ..	B ..	15,000
6051	.....do.....	Library Society	1748	Soc ...	O ..	C ..	S ..	B ..	30,000
6052	.....do.....	Med. Soc. of South Carolina*.		Med ..	R ..	C ..	Fr ..	B ..	3,000
6053	.....do.....	Smith (Mrs. Jet) Private Sch. Library.*		Sch ...	R ..	C ..	Fr ..	R ..	2,000
6054	Charleston (Cita- del)	South Carolina Military Acad- emy.		Sch ...	F ..	T ..	F ..	R ..	6,500
6055	Charleston	Young Men's Christian Assoc.	1854	Y. M. ..	F ..	C ..	S. Fr ..	B ..	1,600
6056	Chester	Patterson Public Library	1899	Gen ..	F ..	C ..	S. Fr ..	R ..	1,100
6057	Clemson College	Clemson Agricultural College.	1892	Col ...	F ..	T ..	Fr ..	B ..	7,506
6058	Clinton	Presbyterian College of S. C.	1895	Col ...	F ..	D ..	Fr ..	R ..	2,000
6059	.....do.....	Thornwell Orphanage (Nellie Scott Library).	1875	Sch ...	O ..	C ..	Fr ..	B ..	6,632
6060	Columbia	Benedict College	1871	Sch ...	F ..	C ..	F ..	B ..	3,466
6061	.....do.....	Columbia Female College* ..		Col ...	F ..	C ..	F ..	R ..	1,000
6062	.....do.....	Library Association	1890	Gen ...	F ..	C ..	S. Fr ..	B ..	1,300
6063	.....do.....	Presbyterian Theo. Seminary.		Theo ..	F ..	C ..	Fr ..	R ..	20,000
6064	.....do.....	Presbyterian Col. for Women.		Col ...	F ..	C ..	Fr ..	B ..	2,000
6065	.....do.....	Public School	1883	Sch ...	F ..	T ..	Fr ..	B ..	2,300
6066	.....do.....	South Carolina College	1805	Col ...	O ..	T ..	Fr ..	B ..	33,783
6067	.....do.....	State Library*	1816	State ..	F ..	T ..	Fr ..	B ..	60,000
6068	.....do.....	Supreme Court Library*		Law ...	F ..	T ..	F ..	R ..	10,000
6069	.....do.....	Ursuline Academy	1868	Sch ...	F ..	C ..	S ..	C ..	1,500
6070	Conway	Borroughs School*		Sch ...	F ..	C ..	Fr ..	B ..	1,500
6071	Darlington	Darlington Guards Library* ..	1896	Gen ...	R ..	C ..	S ..	B ..	1,500
6072	.....do.....	Mayo High School (colored) ..		Sch ...	F ..	T ..	Fr ..	B ..	1,000
6073	.....do.....	St. John's High School*		Sch ...	F ..	T ..	Fr ..	B ..	1,646
6074	Due West	Due West Female College		Col ...	F ..	C ..	Fr ..	B ..	1,000
6075	.....do.....	Erskine College	1839	Col ...	O ..	C ..	Fr ..	R ..	3,500
6076	.....do.....	Euphemian Literary Soc.	1843	C. Soc ..	F ..	C ..	S. Fr ..	C ..	3,300
6077	.....do.....	Philomathean Society	1842	C. Soc ..	F ..	C ..	S ..	B ..	3,200
6078	.....do.....	Theological Sem. (A. R. P.) ..		Theo ..	F ..	C ..	Fr ..	R ..	2,000
6079	Gaffney	Limestone College		Col ...	F ..	C ..	Fr ..	B ..	3,910
6080	Georgetown	Winyah Indigo Society*		Gen ...	O ..	C ..	S ..	B ..	10,000
6081	Greenville	Furman University	1851	Col ...	F ..	C ..	Fr ..	R ..	6,000
6082	.....do.....	Greenville Col. for Women		Col ...	F ..	C ..	Fr ..	B ..	1,000
6083	Marion	Public Library	1898	Gen ...	F ..	C ..	F ..	B ..	2,300
6084	Mount Pleasant	Theological Seminary of the United Synod (Ev. Luth.) ..		Theo ...	F ..	C ..	Fr ..	R ..	2,000
6085	Newberry	Newberry College	1859	Col ...	O ..	C ..	Fr ..	B ..	10,000
6086	.....do.....	Phrewekosmian Literary Society.*	1860	Soc ...	F ..	C ..	Fr ..	R ..	1,200
6087	Orangeburg	Clafin Univ. (Lee Library) ..	1876	Gen ...	O ..	D ..	Fr ..	R ..	6,000
6088	.....do.....	Graded School	1894	Sch ...	F ..	T ..	Fr ..	B ..	1,500
6089	Rockhill	Graded School	1890	Sch ...	F ..	T ..	Fr ..	B ..	1,000
6090	.....do.....	Winthrop Normal Indust. Col.	1895	Sch ...	F ..	T ..	Fr ..	B ..	5,890
6091	Society Hill	Society Hill Library	1822	Gen ...	O ..	C ..	S ..	B ..	3,000
6' 92	Spartanburg	Converse College		Col ...	F ..	C ..	Fr ..	B ..	3,000
6093	.....do.....	Kennedy Free Library	1883	Gen ...	O ..	C ..	S. Fr ..	B ..	4,900
6094	.....do.....	Wofford College	1854	Col ...	F ..	C ..	Fr ..	B ..	12,000
6095	Sumter	Graded School	1889	Sch ...	F ..	T. D.	Fr ..	B ..	1,900
6096	Union	Clifford College		Col ...	F ..	C ..	Fr ..	B ..	1,000
6097	.....do.....	Public Library	1898	Gen ...	F ..	C ..	S. Fr ..	B ..	2,000
6098	Williamston	Williamston Female College.	1872	Col ...	F ..	C ..	F ..	B ..	3,500
6099	Winnaboro	Mount Zion Institute		Sch ...	F ..	T ..	Fr ..	B ..	1,200

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

[illegible]

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
SOUTH DAKOTA.								
6100 Aberdeen	Alexander Mitchell Free Lib.	1884	Gen	O.	T.	F.	B.	7,846
6101 Beresford	Public High School		Sch.	F.	T.	Fr.	B.	1,000
6102 Brookings	Public High School		Sch.	F.	T.	Fr.	B.	1,050
6103 ..do	S. Dak. Agricultural College.	1885	Col.	F.	T.	Fr.	B.	7,350
6104 Canton	Public School	1901	Sch.	F.	T.	Fr.	B.	1,000
6105 ..do	Augustana College*	1870	Col.	F.	T.	S.	B.	1,000
6106 Deadwood	Public School		Sch.	F.	T.	Fr.	B.	2,000
6107 Hot Springs	Public School		Sch.	F.	T.	Fr.	B.	1,300
6108 Huron	Huron College	1893	Col.	F.	C.	Fr.	B.	6,000
6109 ..do	Public Library	1903	Gen	F.	C.	S. Fr.	B.	1,000
6110 Lead	Public High School*	1895	Sch.	F.	C.	S.	B.	1,000
6111 Madison	State Normal School	1886	Sch.	F.	T.	Fr.	R.	3,717
6112 Mitchell	Carnegie Library	1902	Gen	O.	T.	F.	B.	1,800
6113 ..do	Dakota University	1887	Col.	F.	C.	Fr.	B.	3,000
6114 Pierre	Public School	1882	Sch.	F.	T.	Fr.	B.	1,362
6115 ..do	State Library*	1889	State	F.	T.	Fr.	R.	5,000
6116 ..do	Supreme Court Law Library	1862	Law	F.	T.	F.	R.	7,786
6117 ..do	U. S. Indian Industrial School	1891	Sch.	F.	T.	Fr.	B.	3,065
6118 Redfield	Redfield College	1887	Col.	F.	C.	Fr.	B.	5,000
6119 Sioux Falls	All Saints Library*	1885	Gen	F.	C.	Fr.	B.	1,000
6120 ..do	Carnegie Free Public Library	1902	Sch.	O.	T.	F.	B.	5,000
6121 ..do	Lutheran Normal School	1889	Sch.	F.	C.	Fr.	B.	1,358
6122 ..do	Public School	1880	Sch.	F.	T.	F.	R.	4,100
6123 ..do	Sioux Falls College	1883	Sch.	F.	C.	Fr.	R.	2,000
6124 ..do	South Dakota Penitentiary	1882	Asy.	F.	T.	F.	C.	2,289
6125 Spearfish	State Normal School	1885	Sch.	F.	T.	Fr.	B.	1,500
6126 Springfield	State Normal School		Sch.	F.	T.	Fr.	B.	1,000
6127 Tyndall	Herbert Gopfert Library		Gen	F.	C.	S.	B.	1,000
6128 Vermillion	St. Joseph's Academy	1896	Sch.	F.	C.	Fr.	R.	1,600
6129 ..do	University of South Dakota	1882	Col.	F.	T.	Fr.	B.	7,962
6130 Watertown	Public Library	1900	Gen	F.	T.	S. Fr.	B.	1,718
6131 ..do	Public School		Sch.	F.	T.	F.	B.	1,200
6132 Webster	Public High School*	1888	Sch.	F.	T.	Fr.	R.	1,000
6133 Wessington Springs	Wessington Springs Seminary	1887	Sch.	F.	C.	Fr.	R.	1,600
6134 Yankton	Carnegie Library	1903	Gen	O.	T.	F.	B.	1,200
6135 ..do	Public High School		Sch.	F.	T.	Fr.	B.	5,385
6136 ..do	Yankton College	1890	Col.	F.	C.	F.	B.	7,000
TENNESSEE.								
6137 Athens	Grant University	1869	Col	O.	C.	F.	B.	8,000
6138 Bell Buckle	Webb School		Sch.	F.	C.	Fr.	B.	10,000
6139 Bristol	King College		Col	F.	C.	Fr.	B.	5,000
6140 ..do	Public High School*	1895	Sch.	F.	T.	Fr.	B.	1,000
6141 Brownsville	Brownsville Female College		Col	F.	C.	Fr.	B.	3,000
6142 ..do	Longfellow Literary Soc*	1885	Soc	F.	C.	S.	R.	2,500
6143 Chattanooga	Chattan'ga Col. (Hodder Lib.)	1889	Sch.	F.	C.	Fr.	B.	1,750
6144 ..do	Grant University	1887	Col	F.	C.	Fr.	B.	6,000
6145 ..do	Chattanooga Normal Univ	1902	Sch.	F.	C.	Fr.	R.	1,000
6146 ..do	Library Association	1887	Gen	R.	T.	S. Fr.	B.	5,400
6147 Clarksville	Library Association*	1894	Gen	R.	T. C.	S.	B.	2,000
6148 ..do	Southwestern Presbyterian University.	1875	Theo	F.	C.	Fr.	B.	8,500
6149 ..do	Wash. Irving Soc. Lib*	1871	Soc	F.	C.	Fr.	R.	2,000
6150 Columbia	Columbia Institute	1836	Sch.	O.	C.	S.	B.	1,100
6151 Culleoka	Culleoka Acad. (Read'g Club)*	1880	Sch.	F.	C.	S.	B.	1,000
6152 Cumberland City	Cumberland City Academy		Sch.	F.	C.	Fr.	B.	1,200
6153 Cumberland Gap	Lincoln Memorial University		Sch.	F.	C.	Fr.	B.	1,200
6154 Dickson	Dickson Normal College		Sch.	F.	C.	Fr.	B.	2,000
6155 Fayetteville	Dick White College*		Sch.	F.	C.	Fr.	B.	1,000
6156 Franklin	Tennessee Female College		Col	F.	C.	Fr.	B.	2,000
6157 Grassy Cove	Grassy Cove Academy		Sch.	F.	C.	Fr.	B.	1,900
6158 Greeneville	Greeneville and Tusculum Col		Col	F.	C.	Fr.	B.	8,000
6159 Harriman	American University	1893	Sch.	F.	C.	F.	R.	3,000
6160 Hiwassee College	Hiwassee College		Col	F.	C.	Fr.	B.	3,000

*Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
80	754	12,674	\$1,968			\$2,088		\$15,000	G. E. Countryman.....	6100
										6101
10,000	287			\$250		250			R. F. Kerr.....	6102
	137	2,565		79		94				6103
200	70	450	96			192				6104
										6105
	150			46		94				6106
500	2,000					200			C. S. Cobb.....	6107
		1,000				650			Wm. H. Bowers.....	6108
2,000	100	3,000				124				6109
150	369	1,465		478		710			Alice J. De Graff.....	6110
1,500	200		1,000			1,416		12,500	E. B. Bracy.....	6111
	270	650							T. F. Graham.....	6112
2,000	200			59		59			Wm. P. Dunlevy.....	6113
										6114
	208								J. S. Seebree.....	6115
1,000	200					25				6116
									J. H. Arnold.....	6117
	900	29,000	3,000			4,867		30,000	H. T. George.....	6118
75	105	550			\$50	165				6119
400	700	1,000		350		500			C. M. Christianson.....	6120
						100			Ruth E. Wells.....	6121
	106								A. J. Finch.....	6122
	300	2,045							O. T. Swenson.....	6123
200	100								Laura Robins.....	6124
1,000	75									6125
1,113	742	4,813		1,500		1,500			Sister Mary Stanislaus.....	6126
800	100	3,500	240			380			Anna M. Price.....	6127
200	150			103		103			Harriet M. B. Tuthill.....	6128
										6129
	100									6130
										6131
	1,200	450	1,200			1,200		12,000	Mrs. J. Bartholemew.....	6132
2,000	200				150	200	\$2,500		Helen E. Miner.....	6133
										6134
10,000	1,000	800				1,000			E. C. Ferguson.....	6135
										6136
										6137
										6138
										6139
										6140
1,000						2,600				6141
	50									6142
500	300								Jno. L. Cooper.....	6143
100									R. J. Cooke.....	6144
	50	4,000		500		625			Margaret Dunlap.....	6145
	200			100		310				6146
									J. B. Wharey.....	6147
										6148
2,000		11,000				50				6149
200						15				6150
										6151
										6152
										6153
										6154
										6155
										6156
										6157
	300									6158
									James A. Tate.....	6159
										6160

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
TENNESSEE—CON								
6161 Huntingdon	Southern Normal University.	1891	Sch. ...	F.	C.	F.	R.	7,539
6162 Jackson	Lane College .....	.....	Sch. ...	F.	C.	Fr.	B.	2,500
6163 ..do.	Memphis Conference Female Institute.	1842	Col. ...	F.	C.	Fr.	R.	6,348
6164 ..do.	Southwestern Baptist Univ*.	1887	Sch. ...	F.	C.	Fr.	B.	3,500
6165 Jefferson City	Carson and Newman College.	1858	Col. ...	F.	C.	S. Fr.	R.	4,000
6166 Johnson City	Johnson City Library	1895	Gen. ...	R.	C.	S.	B.	1,200
6167 ..do.	National Home Disabled Vol. Sol. (Mountain Branch).	.....	Govt.	O.	T.	F.	B.	4,000
6168 Knoxville	Baker-Hemel Univ. School*.	.....	Sch. ...	F.	C.	Fr.	B.	1,000
6169 ..do.	Knoxville College	1875	Col. ...	F.	D.	Fr.	B.	2,500
6170 ..do.	Knox County Teacher's Cir- culating Library*.	1892	Gen. ...	F.	C.	S.	B.	1,500
6171 ..do.	Lawson McGhee Library*.	1886	Gen. ...	O.	C.	S.	B.	11,403
6172 ..do.	North Knoxville High School	1900	Sch. ...	F.	T.	Fr.	R.	1,250
6173 ..do.	Public School Library*.	.....	Sch. ...	F.	T.	Fr.	B.	1,500
6174 ..do.	Tenn. Deaf and Dumb School	.....	Asy. ...	F.	T.	Fr.	B.	1,000
6175 ..do.	University of Tennessee.	.....	Col. ...	F.	C.	Fr.	B.	18,000
6176 Lebanon	Cumberland University	1842	Col. ...	F.	C.	Fr.	B.	21,000
6177 McKenzie	Bethel College Library*.	.....	Col. ...	F.	C.	Fr.	B.	1,000
6178 Maryville	Maryville College .....	.....	Col. ...	F.	C.	Fr.	B.	13,000
6179 Memphis	Christian Brothers College .....	.....	Col. ...	F.	C.	S.	R.	7,000
6180 ..do.	Literary Society	1872	C. Soc.	F.	C.	S.	B.	4,500
6181 ..do.	Cossitt Library	1888	Gen. ...	O.	T.	F.	B.	22,568
6182 Memphis	Memphis Bar and Law Li- brary Association.	1874	Law ...	F.	C.	S. Fr.	R.	16,000
6183 ..do.	Memphis Hospital Med. Col.	.....	Med. ...	F.	C.	Fr.	R.	2,150
6184 ..do.	St. Agnes Academy*.	.....	Sch. ...	F.	C.	Fr.	B.	1,300
6185 ..do.	St. Mary's School	1873	Sch. ...	F.	C.	Fr.	R.	1,000
6186 ..do.	Young Men's Christian Assoc.	.....	Y. M.	F.	C.	F.	B.	1,000
6187 Milligan	Milligan College .....	.....	Col. ...	F.	C.	Fr.	B.	2,000
6188 Monteagle	Fairmount School	1873	Sch. ...	F.	C.	Fr.	R.	1,000
6189 Morristown	Public School	1893	Sch. ...	F.	T.	Fr.	B.	1,012
6190 Mount Pleasant	Howard Institute	1890	Sch. ...	F.	C.	F.	R.	1,200
6191 Nashville	Boscobel College .....	.....	Col. ...	F.	C.	Fr.	B.	1,000
6192 ..do.	Bowen School .....	.....	Sch. ...	F.	C.	Fr.	B.	1,500
6193 ..do.	Carnegie Library	1902	Gen. ...	O.	T.	F.	B.	15,000
6194 ..do.	Central Tennessee College*.	1866	Col. ...	O.	C.	S.	B.	5,000
6195 ..do.	Fisk University .....	.....	Col. ...	F.	C.	S.	B.	7,511
6196 ..do.	Masonic Library Association.	1884	Mas. ...	R.	C.	S. Fr.	B.	3,000
6197 ..do.	Montgomery Bell Academy ..	1867	Sch. ...	F.	C.	Fr.	B.	1,214
6198 ..do.	Roger Williams University ..	1873	Col. ...	F.	C.	Fr.	B.	6,000
6199 ..do.	St. Cecilia's Academy	1890	Sch. ...	F.	C.	Fr.	R.	1,300
6200 ..do.	State Library	1847	State ...	F.	T.	F.	R.	50,000
6201 ..do.	Teacher's Elliott Library*.	1886	Sch. ...	F.	T. C.	Fr.	B.	5,000
6202 ..do.	Tennessee Sch. for the Blind.	.....	Asy. ...	F.	T.	Fr.	B.	3,150
6203 ..do.	University of Nashville .....	.....	Col. ...	F.	C.	Fr.	B.	15,000
6204 ..do.	Vanderbilt University	1875	Col. ...	F.	C.	Fr.	B.	36,000
6205 ..do.	Walden University .....	.....	Col. ...	F.	C.	Fr.	B.	4,500
6206 ..do.	Theological Dept. (M. E.)	.....	Theo. ...	F.	C.	Fr.	R.	1,500
6207 ..do.	Ward Seminary	1865	Col. ...	F.	C.	S.	B.	3,000
6208 ..do.	Young Men's Christian Assoc.	1894	Y. M.	F.	C.	Fr.	B.	1,000
6209 Nashville	Public High School*.	1896	Sch. ...	F.	T. C.	F.	B.	1,000
6210 Newmarket	New Market Academy*.	1885	Sch. ...	F.	C.	Fr.	R.	1,011
6211 Petersburg	Elizabeth Training School*.	.....	Sch. ...	F.	C.	Fr.	B.	1,000
6212 Pulaski	Martin Female College .....	.....	Col. ...	F.	C.	Fr.	B.	2,000
6213 Rogersville	Swift Memorial Institute	1893	Sch. ...	F.	C.	F.	B.	1,000
6214 Rugby	Hughes Free Public Library*.	.....	Gen. ...	F.	C.	Fr.	B.	7,000
6215 Sewanee	University of the South .....	.....	Col. ...	F.	C.	F.	B.	23,196
6216 ..do.	Theological Dept. (P. E.)	.....	Theo. ...	F.	C.	Fr.	R.	2,000
6217 Sevierville	Murphy College .....	.....	Sch. ...	F.	C.	Fr.	B.	1,300
6218 Sharon	Training School .....	.....	Sch. ...	F.	T.	Fr.	B.	1,000
6219 Spencer	Burritt College	1849	Col. ...	O.	C.	S. Fr.	B.	3,800
6220 Sweetwater	Sweetwater College .....	.....	Col. ...	F.	C.	Fr.	B.	2,000
6221 Washington Col.	Washington College	1796	Col. ...	F.	C.	F.	R.	3,000
6222 White Pine	Edwards Academy	1878	Sch. ...	F.	C.	F.	B.	1,100

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

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Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
TEXAS.									
6223	Abilene	Simmons College	1890	Sch...	F.	C.	F.	B.	5,500
6224	Alvin	Public High School*	1890	Sch...	F.	T.	F.	B.	5,000
6225	Arlington	Carlisle School for Boys		Sch...	F.	C.	Fr.	B.	1,000
6226	Austin	Institution for the Blind	1856	Asy...	F.	T.	F.	R.	6,000
6227	do	St. Edwards College		Col...	F.	C.	Fr.	B.	5,000
6228	do	Samuel Huston College		Sch...	F.	C.	Fr.	B.	1,100
6229	do	State Library	1839	State	F.	T.	F.	B.	20,000
6230	do	Supreme Court Library*	1846	Law	F.	T.	Fr.	R.	12,000
6231	do	Texas School for Deaf		Sch...	F.	T.	Fr.	B.	2,800
6232	do	Tillotson College	1851	Sch...	F.	C.	Fr.	B.	2,000
6233	do	University of Texas	1884	Col...	F.	T.	Fr.	B.	40,600
6234	do	Young Men's Christian Assoc.	1898	Y. M.	R.	C.	S.	C.	1,500
6235	Beaumont	Public High School		Sch...	F.	T.	Fr.	B.	1,000
6236	Belton	Baylor Female College		Col...	F.	C.	Fr.	B.	7,000
6237	do	Public Library	1899	Gen	R.	C.	F.	B.	1,450
6238	Bonham	Carlton College		Col...	F.	C.	Fr.	B.	1,000
6239	Bowie	Public High School*		Sch...	F.	T.	Fr.	B.	1,000
6240	Brackettsville	Post Lib., Fort Clark, Tex.*		Gar...	F.	T.	Fr.	R.	1,500
6241	Brenham	Blinn Memorial College	1883	Sch...	F.	C.	Fr.	B.	2,500
6242	do	Fortnightly Public Library	1901	Gen	F.	C.	S. Fr.	B.	2,000
6243	Brownwood	Howard Payne College	1889	Col...	F.	D.	F.	R.	2,000
6244	Brownsville	St. Josephs College		Sch...	F.	C.	Fr.	B.	5,000
6245	Caldwell	Public High School		Sch...	F.	T.	Fr.	B.	1,000
6246	Cameron	Public High School		Sch...	F.	T.	Fr.	B.	1,200
6247	Chapelhill	Chapelhill Female College*	1852	Col...	F.	C.	S.	B.	1,000
6248	do	Circulating Library	1893	Gen	F.	C.	S.	B.	1,004
6249	Cicero	John C. French High School		Sch...	F.	T.	Fr.	B.	1,250
6250	Cleburne	Public High School	1880	Sch...	F.	D.	F.	B.	2,150
6251	College Station	Agricultural and Mechanical College of Texas.	1880	Col...	F.	T.	Fr.	R.	10,000
6252	Commerce	East Texas Normal College		Sch...	F.	T.	Fr.	B.	5,000
6253	Corpus Christi	Public High School		Sch...	F.	T.	Fr.	B.	1,200
6254	Corsicana	Public School		Sch...	F.	D.	Fr.	B.	1,200
6255	Crockett	Public High School		Sch...	F.	T.	Fr.	B.	1,002
6256	Dallas	Central Academy*	1882	Sch...	R.	C.	Fr.	B.	3,500
6257	do	Patton Seminary and Con- servatory of Music.		Sch...	F.	C.	Fr.	B.	1,000
6258	do	Public Library	1901	Gen	O.	T.	F.	B.	13,590
6259	Denton	North Texas Normal College		Sch...	F.	T.	Fr.	B.	6,000
6260	do	Public High School		Sch...	F.	T.	Fr.	B.	1,300
6261	El Paso	Public High School		Sch...	F.	T.	Fr.	B.	2,250
6262	do	Public Library	1895	Gen	O.	T.	F.	B.	3,300
6263	Ennis	J. C. Watkins Public School	1890	Sch...	F.	T. C.	S.	B.	2,500
6264	Fort Worth	Carnegie Public Library	1899	Gen	O.	T.	F.	B.	11,411
6265	do	Commercial Club*	1885	Soc...	O.	C.	S.	R.	3,600
6266	do	Fort Worth Law Library	1902	Law	F.	T.	S.	R.	6,000
6267	do	Fort Worth University	1881	Col...	F.	C.	Fr.	B.	3,000
6268	do	Gorman's (Mrs.) Reading Room.	1886	Gen	F.	C.	S.	C.	5,000
6269	do	Heathcote Library	1899	Gen	R.	C.	F.	R.	4,200
6270	Fort Worth (Sta. A)	Polytechnic College	1895	Col...	F.	C.	S. Fr.	B.	2,300
6271	Galveston	Ball High School	1885	Sch...	F.	T. D.	F.	B.	1,500
6272	do	Court of Civil Appeals	1892	Law	F.	T.	F.	R.	4,000
6273	do	Public Library	1875	Gen	R.	T.	F.	B.	7,342
6274	do	St. Mary's University		Col...	F.	C.	Fr.	R.	5,000
6275	do	Univ. of Texas Med. Dept.		Med	F.	C.	Fr.	R.	4,500
6276	do	Ursuline Academy		Sch...	F.	C.	Fr.	B.	1,500
6277	Georgetown	Southwestern University	1873	Col...	F.	C.	S. Fr.	B.	5,000
6278	do	San Jacinto Society		C. Soc.	F.	C.	S.	B.	6,000
6279	Greenville	Burleson College*	1896	Col...	F.	C.	Fr.	R.	1,000
6280	Honeygrove	Wall School	1890	Sch...	F.	C.	S.	B.	3,200
6281	Houston	Lyceum and Carnegie Li- brary Association.	1900	Gen	O.	T.	F.	B.	8,000
6282	do	Public School	1894	Sch...	F.	T.	Fr.	B.	6,916
6283	Huntsville	Sam Houston Normal Inst. (Peabody Memorial Lib.).	1879	Sch...	F.	T.	Fr.	B.	20,000
6284	do	State Penitentiary		Asy...	F.	T.	F.	B.	3,400

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
1,000	500								Oscar Cooper, jr	6223
										6224
500	1,000			\$1,500		\$1,500		\$5,000		6225
										6226
7,000	1,210			2,200		2,200			C. W. Raines	6227
	500			1,250		1,250				6228
				500		500				6229
12,000	1,394	18,149		2,500		3,680				6230
										6231
									P. L. Windsor	6232
									H. G. Behrman	6233
										6234
100	1,010	10,363								6235
										6236
										6237
100	10								J. L. New	6238
1,800	50	250				200				6239
500	200					100			J. H. Grove	6240
										6241
500	50					100				6242
	30	460				45				6243
									Mrs. W. R. Campbell	6244
70						62				6245
8,000				2,500		2,500			Lucy Choate	6246
									Ira Cain	6247
										6248
200	53					40			J. W. Cantwell	6249
										6250
300	40									6251
										6252
2,500	2,166	78,593		4,000	\$1,237	7,733		50,000	Rosa M. Leeper	6253
										6254
										6255
240	550	11,904				2,154	\$7,000	35,000	Albert Read	6256
1,805	2,111	53,046		4,000		40			W. E. Edelen	6257
1,500						5,842		50,000	Mrs. Charles Scheuber	6258
	125			500		500		45,000		6259
2,500	100								W. C. String	6260
									Mrs. Hennie C. Gorman	6261
5,300	875									6262
									W. W. Heathcote	6263
500	50	300				166				6264
	125					90			W. A. James	6265
	265	16,204		1,000		1,000				6266
4,000	100			1,200		1,200			Miss L. W. Shearer	6267
									J. J. B. Remy	6268
8,000	600					900				6269
	700					49			Margaret McKennon	6270
400										6271
	30	1,000				200			S. V. Wall	6272
5,000	500	24,000		2,400		2,400	5,000		Caroline Wandell	6273
										6274
	881					384				6275
				1,000		1,900			Ella Smither	6276
	300								W. T. McDonald	6277

Public, society, and school libraries in the United

[Column 5; Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
TEXAS—cont'd.								
6285 Jasper	Southeast Texas Male and Female College.*	.....	Sch...	F.	C.	Fr.	B.	1,000
6286 Kingston	Calhoun College Library*.....	1885	Col...	F.	C.	Fr.	R.	1,000
6287 Laredo	Laredo Seminary (Cottie Hogue Library).	1884	Sch...	F.	C.	Fr.	R.	1,000
6288 McGregor	Public Library	1902	Gen...	F.	C.	Fr.	C.	1,000
6289 Marshall	Bishop College (for Colored People).	1881	Sch...	F.	C.	Fr.	B.	4,000
6290 ..do.	Public Library	1900	Gen...	F.	C.	S. Fr.	B.	1,760
6291 ..do.	Wiley University	1873	Col...	F.	D.	Fr.	B.	5,280
6292 Mexia	Public High School	1890	Sch...	F.	T.	F.	B.	1,600
6293 Nacogdoches	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
6294 New Braunfels	Academy .....	.....	Sch...	F.	T.	Fr.	B.	1,200
6295 North Waco	Texas Christian University ..	1879	Col...	F.	C.	S. Fr.	B.	3,600
6296 Omen	Summer Hill School Library*	1884	Sch...	F.	C.	S.	B.	1,200
6297 Orange	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	2,542
6298 Paris	Female College* .....	.....	Sch...	F.	C.	Fr.	B.	1,800
6299 ..do.	Public High School	1893	Sch...	F.	D.	F.	R.	2,500
6300 San Antonio	Carnegie Library .....	.....	Gen...	O.	T.	F.	B.	8,000
6301 ..do.	St. Louis College	1894	Sch...	F.	C.	S.	C.	1,000
6302 ..do.	St. Mary's College	1853	Sch...	F.	C.	Fr.	R.	3,000
6303 ..do.	San Antonio Female College.	.....	Col...	F.	C.	Fr.	B.	1,300
6304 Savoy	Savoy College* .....	.....	Sch...	F.	C.	Fr.	B.	1,200
6305 Seguin	Guadalupe Col. (Brooks Lib.)	1884	Sch...	F.	C. D.	Fr.	R.	4,500
6306 Sherman	Austin College	1850	Col...	F.	C.	S. Fr.	B.	6,000
6307 ..do.	Mary Nash College Library*	1877	Col...	F.	C.	Fr.	R.	3,000
6308 ..do.	North Texas Female College.	1885	Sch...	F.	C.	S. Fr.	B.	1,000
6309 ..do.	Public High School Library*	1895	Sch...	F.	T.	Fr.	B.	1,200
6310 Tehuacana	Trinity University* .....	.....	Col...	F.	C.	Fr.	B.	5,000
6311 Temple	Andrew Carnegie Public Lib.	1898	Gen...	O.	T.	F.	B.	2,000
6312 ..do.	Public High School .....	.....	Gen...	F.	T.	Fr.	B.	1,500
6313 ..do.	Y. M. C. A. Railroad Dept.	1900	Y. M.	F.	C.	Fr.	B.	1,100
6314 Tyler	Public Library	1899	Gen...	F.	C.	S. Fr.	B.	3,028
6315 Waco	Add Ran University Lib.* ..	.....	Col...	F.	C.	Fr.	B.	3,600
6316 ..do.	Baylor University	1845	Col...	O.	C.	Fr.	B.	18,000
6317 ..do.	Douglas Schuler School .....	.....	Sch...	F.	C.	Fr.	B.	1,250
6318 Waco	Paul Quinn College .....	.....	Col...	F.	C.	Fr.	B.	1,000
6319 ..do.	Young Men's Christian Assoc.	1885	Y. M.	F.	C.	S.	C.	3,050
6320 Waxahachie	Public School	1897	Sch...	F.	T. C.	S. Fr.	B.	2,500
6321 ..do.	Trinity University .....	.....	Col...	F.	C.	Fr.	B.	5,000
6322 Weatherford	Hughey and Turner School ..	.....	Sch...	F.	C.	S. Fr.	R.	1,000
6323 ..do.	Public High School	1885	Sch...	F.	T.	F.	B.	3,000
6324 ..do.	Weatherford College*	1889	Col...	F.	C.	S.	B.	1,542
6325 Whitewright	Grayson College	1886	Sch...	F.	C.	F.	B.	5,000
6326 Wichita Falls	Ladies' Library Association ..	1900	Gen...	R.	C.	S. Fr.	B.	1,000
UTAH.								
6327 Cedar City	Southern Branch State Normal School.	.....	Sch...	F.	T.	Fr.	B.	1,500
6328 Eureka	Public School	1885	Sch...	F.	T.	F.	B.	1,015
6329 Fairview	Sanderson Free Public Lib.* ..	1897	Gen...	R.	C.	F.	B.	1,000
6330 Logan	Agricultural College of Utah.	.....	Col...	F.	T.	F.	B.	11,500
6331 ..do.	Brigham Young College	1877	Col...	F.	C.	F.	R.	3,500
6332 Mount Pleasant	Wasatch Academy .....	.....	Sch...	F.	C.	Fr.	B.	1,000
6333 Nephi	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
6334 Ogden	Carnegie Free Library	1901	Gen...	O.	T.	F.	B.	4,500
6335 ..do.	Public High School .....	.....	Sch...	F.	T.	Fr.	B.	1,000
6336 ..do.	State School for the Deaf, Dumb, and Blind.	1896	Asy...	F.	T.	Fr.	B.	1,586
6337 Provo City	Brigham Young Academy	1880	Sch...	F.	C.	S. Fr.	B.	6,058
6338 ..do.	Procter Academy	1890	Sch...	F.	C.	S. Fr.	B.	1,000
6339 Salt Lake City	All Hallows College	1890	Sch...	F.	C.	Fr.	R.	7,500
6340 ..do.	Diocesan Library .....	.....	Theo...	O.	C.	Fr.	R.	1,000
6341 ..do.	Fiermen's Library	1871	Gen...	F.	C.	Fr.	C.	1,337
6342 ..do.	Free Public Library	1898	Gen...	F.	T.	F.	B.	18,843
6343 ..do.	Gordon Academy	1878	Sch...	F.	C.	Fr.	B.	2,000
6344 ..do.	Latterday Saints University	Sch...	F.	C.	Fr.	B.	5,000

Statistics of 1900.

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	1	2	3		5	6	7	8	9
	UTAH—continued.								
6345	Salt Lake City	Public High School	Sch.	F.	T.	Fr.	B.	1,000
6346	.....do.	Rowland Hall	1879	Sch.	F.	C.	Fr.	B.	2,500
6347	.....do.	State Law Library	.....	Law	F.	T.	Fr.	R.	10,021
6348	.....do.	University of Utah	1869	Col.	F.	T.	Fr.	R.	21,850
6349	.....do.	Westminster College	1896	Col.	F.	D.	Fr.	B.	2,000
6350	.....do.	Young Men's Christian Assoc.	1890	Y. M.	R.	C.	S. Fr.	B.	1,500
	VERMONT.								
6351	Barre	Goddard Seminary	.....	Sch.	F.	C.	Fr.	B.	3,000
6352	.....do.	Library Association	1872	Gen.	R.	C.	S. Fr.	B.	2,036
6353	Barton	Public High School	.....	Sch.	F.	T.	Fr.	B.	2,000
6354	Bellevue Falls	Rockingham Free Public Lib.	1888	Gen.	F.	T.	F.	B.	8,000
6355	Bennington	Free Library	1865	Gen.	O.	T. C.	F.	B.	7,000
6356	Bennington Center	Old Academy Library	1896	Gen.	O.	T. C.	S. Fr.	B.	1,600
6357	Benson	Public Library	1898	Gen.	R.	T.	F.	C.	1,000
6358	Bethel	Public Library	1892	Gen.	F.	T. C.	F.	B.	1,200
6359	Bradford	Pub. High Sch. (Terrill Lib.)	.....	Sch.	F.	C.	Fr.	B.	2,600
6360	.....do.	Public Library	1894	Gen.	O.	C.	S. Fr.	B.	2,980
6361	Brandon	Free Public Library	1901	Gen.	R.	C.	F.	B.	2,000
6362	.....do.	Ladies' Book Club*	1882	Soc.	O.	C.	S.	C.	2,807
6363	Brattleboro	Free Library	1882	Gen.	O.	T.	F.	B.	15,060
6364	.....do.	Retreat Library	1870	Asy.	F.	C.	Fr.	B.	4,960
6365	Bristol	Free Library	1893	Gen.	R.	T.	F.	C.	1,225
6366	Brookfield	Town Library	1790	Gen.	F.	C.	S.	C.	2,400
6367	Burlington	Bishop of Vermont Library	.....	Theo.	O.	C.	Fr.	B.	4,576
6368	.....do.	Edmonds High School*	1899	Sch.	F.	T.	Fr.	R.	3,000
6369	.....do.	Fletcher Free Library	1874	Gen.	F.	T.	F.	B.	40,000
6370	.....do.	Unitarian Church (Parish Library)	1823	Gen.	F.	C.	F.	B.	1,755
6371	.....do.	St. Mary's Academy	.....	Sch.	F.	C.	Fr.	B.	1,400
6372	.....do.	University of Vermont	1791	Col.	O.	C.	F.	B.	66,845
6373	Calais	Circulating Library	1832	Gen.	F.	C.	S. Fr.	B.	1,135
6374	Castleton	Free Public Library	1897	Gen.	R.	T.	F.	B.	1,500
6375	.....do.	State Normal School	.....	Sch.	F.	T.	Fr.	R.	4,000
6376	Cavendish	Fletcher Town Library	1870	Gen.	R.	T.	F.	B.	6,000
6377	Chelsea	Public Library	1892	Gen.	O.	T.	F.	C.	1,449
6378	Chester	Whiting Free Library	.....	Gen.	O.	T.	F.	B.	3,021
6379	Danville	Ladies' Library Association	1880	Gen.	O.	C.	Fr.	C.	1,500
6380	Derby	Derby Academy	.....	Sch.	F.	C.	Fr.	B.	1,006
6381	East Corinth	Blake Memorial Library	1893	Gen.	O.	C.	S. Fr.	B.	1,600
6382	Enosburg Falls	Enosburg Public Library	1896	Gen.	F.	T. D.	F.	B.	1,802
6383	Essex Junction	Essex Free Library	1900	Gen.	F.	T. C.	F.	B.	1,000
6384	Fairhaven	Public Library	1886	Gen.	R.	T.	F.	B.	4,600
6385	Felchville	Reading Public Library	1896	Gen.	O.	T.	F.	B.	1,838
6386	Franklin	Free Public Library	1896	Gen.	F.	T.	F.	B.	1,000
6387	Grafton	Public Library	.....	Gen.	F.	T.	F.	B.	2,800
6388	Greensboro	Free Library	.....	Gen.	O.	T.	F.	C.	1,042
6389	Guilford Center	Guilford Free Library	1890	Gen.	O.	T.	F.	R.	1,325
6390	Hardwick	Jendevine Memorial and Hathaway Free Library	1895	Gen.	O.	T.	F.	B.	1,497
6391	Hartford	Hartford Library	1893	Gen.	O.	C.	F.	B.	3,146
6392	.....do.	Wilder Club and Library	1899	Gen.	O.	C.	F.	B.	1,255
6393	Hartland	Public Library	1896	Gen.	F.	T.	F.	C.	1,000
6394	Hydepark	Public Library*	1896	Gen.	R.	C.	Fr.	B.	1,000
6395	Island Pond	Public Library	1895	Gen.	F.	T.	F.	B.	1,000
6396	Johnson	State Normal School	.....	Sch.	F.	T.	Fr.	B.	3,500
6397	Londonderry	Library Association	1880	Gen.	F.	C.	S. Fr.	R.	1,000
6398	Ludlow	Black River Academy	.....	Sch.	F.	C.	Fr.	R.	1,100
6399	.....do.	Fletcher Memorial Library	1901	Gen.	O.	C.	F.	B.	7,296
6400	Lunenburg	Public Library	1895	Gen.	F.	T.	Fr.	C.	1,000
6401	Lyndon Center	Lyndon Institute	1869	Sch.	F.	T. C.	F.	R.	1,300
6402	Lyndonville	Lyndon Free Library	1895	Gen.	R.	T.	F.	B.	2,090
6403	Manchester	Burr and Burton Seminary	.....	Sch.	F.	C.	Fr.	R.	1,000
6404	.....do.	Burton Pastor's Library	1850	Theo.	F.	C.	Fr.	B.	1,000
6405	.....do.	Mark Skinner Library	1897	Gen.	O.	C.	S.	B.	14,000
6406	Marshfield	Jaquith Public Library	1899	Gen.	O.	T.	F.	C.	2,500
6407	Middlebury	Ladies' Library Association	1866	Gen.	R.	C.	S.	C.	4,791

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. S: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap- propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
120	85	420							Clara Colburne..... 6345
	582			\$3,000		\$3,000			L. P. Palmer..... 6346
11,675	545			599		599			..... 6347
	150								..... 6348
300	10								..... 6349
									..... 6350
50	134	6,000		55		253			Louise L. Boyce..... 6351
	300	25,000				900			..... 6352
	32	9,736		500		840		\$6,000	Nellie A. Plantier..... 6353
									Mary B. Merrill..... 6354
	94	4,000		100		104			Caroline R. Merrill..... 6355
	126	3,000		35		136			Mrs. P. E. Wilcox..... 6356
									Nellie M. Adams..... 6357
	51	2,111			\$900	391	\$2,000		Annie C. Spalding..... 6358
	350	8,858				410	5,000	8,000	Annie C. Spalding..... 6359
									Ida J. S. Kingsley..... 6360
									..... 6361
	1,440	24,381		1,600		1,600		20,000	..... 6362
600	50	1,560							S. E. Lawton..... 6363
	100	8,000		200		224			Kate I. Stewart..... 6364
	40	500				50			Huldah A. Parmenter..... 6365
	432	120							..... 6366
	2,600			100		100			..... 6367
	650	42,834		2,200	600	2,975	10,000		Sarah C. Hagar..... 6368
						50	1,000		Edith Moore..... 6369
									..... 6370
31,613	2,633				3,844	5,829	77,500	153,834	Edith E. Clark..... 6371
	12					10			Josephine Converse..... 6372
50	203	5,000	\$125			155			Minnie A. Rice..... 6373
									..... 6374
		5,000	250		100	350	2,000		E. G. White..... 6375
	58	3,205		50		60			..... 6376
	100	4,245		350	190	562		8,000	C. G. Pollard..... 6377
	100				30	825	1,080	5,000	..... 6378
									..... 6379
									..... 6380
100	500	900			1,000	1,025		12,000	Mrs. S. A. Butterfield..... 6381
16	175	2,712		100		417			Edith Pratt..... 6382
25	50	5,000	50			82			Rev. Evan Thomas..... 6383
	166	13,009		600		632			Ellen F. Dewey..... 6384
	97	2,370	28	25		74			Minnie C. Fay..... 6385
	30		25			28			Addie E. Stowe..... 6386
	150	2,638		100	25	125	500		Mrs. Thaddeus Park..... 6387
	210	3,450	125			169		1,000	Miss F. H. Babbitt..... 6388
	56	1,205	40			40	600	600	Emma A. Alexander..... 6389
	31	6,566		400		425			Carrie P. Bridgman..... 6390
									..... 6391
	79	3,900			235	295	3,921		F. L. Wright..... 6392
	41	2,105					20,000		..... 6393
	18	200		25		25			..... 6394
10	68	3,600	90			107			Miss Leta J. Eaton..... 6395
	125			135		135			..... 6396
	20					21			Eliza Hayward..... 6397
									..... 6398
	404	21,535							Frances M. Pierce..... 6399
	50	2,656		50		57			Julia R. White..... 6400
	60				40	40			M. M. Harris..... 6401
	145	8,165		330		376			..... 6402
									J. E. Colburn..... 6403
									Rev. John Barstow..... 6404
200	800	12,000				1,200			Clara M. Chamberlain..... 6405
			100			268	4,000	1,000	Mary S. Spencer..... 6406
400	231	4,761			503	584	9,375		..... 6407

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	VERMONT—CON.								
6408	Middlebury.....	Middlebury College.....	1800	Col...	F.	C.	F.	B.	26,782
6409	.....do.....	Sheldon Art Museum.....	1882	His...	O.	C.	F.	R.	4,000
6410	Middletown Spgs.	Ladies' Library.....	1870	Gen...	R.	C.	S. Fr.	B.	1,000
6411	Montpelier.....	Kellogg Hubbard Library.....	1896	Gen...	O.	C.	F.	B.	13,257
6412	.....do.....	Montpelier Seminary*.....	1868	Sch...	F.	C.	F.	B.	1,000
6413	.....do.....	State Library*.....	1825	Gen...	F.	T.	F.	R.	39,969
6414	.....do.....	Washington Co. Grammar Sch.	.....	Sch...	F.	T.	Fr.	R.	2,200
6415	Morrisville.....	Centennial Library.....	1890	Gen...	R.	T.	F.	B.	2,125
6416	Newbury.....	Tenney Memorial Library.....	1897	Gen...	O.	T.	F.	B.	4,070
6417	Newfane.....	Moore Free Library.....	1898	Gen...	O.	C.	F.	B.	3,894
6418	Newport.....	Goodrich Memorial Library.....	1899	Gen...	O.	T. C.	F.	B.	7,012
6419	North Bennington	Public Library*.....	1900	Gen...	R.	T. C.	F.	C.	1,000
6420	North Craftsbury	Craftsbury Academy.....	1899	Gen...	O.	C.	S. Fr.	C.	2,300
6421	Northfield.....	Free Public Library.....	1895	Gen...	R.	T.	F.	B.	2,180
6422	.....do.....	Norwich University.....	1819	Col...	F.	C.	F.	B.	10,000
6423	Norwich.....	Public Library.....	1881	Gen...	O.	C.	S. Fr.	B.	2,550
6424	Orwell.....	Free Library.....	1896	Gen...	R.	T.	F.	B.	1,202
6425	Peacham.....	Juvenile Library Society.....	1810	Soc...	R.	T. C.	F.	B.	2,043
6426	Pittsford.....	Maclure Library.....	1839	Gen...	F.	T. C.	F.	B.	5,710
6427	Post Mills.....	Peabody Library.....	1866	Gen...	O.	C.	F.	B.	5,000
6428	Poultney.....	Public Library.....	1895	Gen...	F.	T.	F.	B.	3,851
6429	.....do.....	Troy Conference Academy.....	.....	Sch...	F.	C.	Fr.	B.	2,200
6430	Proctor.....	Free Public Library.....	1881	Gen...	F.	C.	S. Fr.	B.	5,003
6431	Proctorville.....	Fletcher Town Library.....	.....	Gen...	R.	T.	F.	B.	2,775
6432	Putney.....	Public Library.....	1896	Gen...	F.	T.	F.	B.	1,058
6433	Quechee.....	Association Library.....	.....	Gen...	O.	C.	S. Fr.	C.	1,048
6434	Randolph.....	Kimball Public Library.....	1896	Gen...	O.	T.	F.	B.	5,054
6435	Randolph Center	Randolph Normal School.....	1806	Sch...	F.	T.	F.	R.	3,000
6436	Richford.....	Arvin A. Brown Public Lib.	1895	Gen...	R.	C.	F.	B.	1,515
6437	Richmond.....	Free Library*.....	.....	Gen...	R.	T. C.	F.	B.	1,000
6438	Rochester.....	Free Library.....	1896	Gen...	R.	T.	F.	B.	1,000
6439	Rockingham.....	Free Library*.....	1883	Gen...	R.	C.	Fr.	B.	7,200
6440	Rutland.....	Free Library.....	1886	Gen...	F.	T.	F.	B.	13,955
6441	.....do.....	H. H. Baxter Memorial Lib.	1890	Gen...	O.	C.	F.	R.	14,000
6442	.....do.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,250
6443	St. Albans.....	Free Library.....	1860	Gen...	O.	T.	F.	B.	4,689
6444	St. Johnsbury.....	St. Johnsbury Athenæum.....	1871	Gen...	O.	C.	F.	B.	16,850
6445	Saxton River.....	Vernum Academy.....	1894	Sch...	F.	C.	F.	B.	4,000
6446	Shelburne.....	Free Library.....	1896	Gen...	F.	T.	F.	B.	1,000
6447	Sheldon.....	Free Public Library.....	1898	Gen...	R.	T. C.	F.	C.	1,000
6448	Simonsville.....	Andover Town Library.....	1896	Gen...	F.	T.	F.	B.	1,197
6449	Springfield.....	Town Library.....	1871	Gen...	O.	T.	F.	B.	4,700
6450	Stockbridge.....	Belcher Library*.....	1897	Gen...	R.	C.	Fr.	B.	2,275
6451	Stowe.....	Free Library.....	1866	Gen...	F.	T.	F.	B.	2,320
6452	Strafford.....	Harris Library*.....	1855	Gen...	O.	T. C.	F.	C.	4,600
6453	Swanton.....	Free Library.....	1899	Gen...	R.	T. C.	F.	B.	2,077
6454	Thetford.....	Latham Memorial Library.....	1877	Gen...	O.	D.	F.	B.	3,000
6455	.....do.....	Peabody Library*.....	1876	Gen...	R.	C.	Fr.	B.	5,500
6456	.....do.....	Thetford Academy.....	.....	Sch...	F.	C.	Fr.	B.	3,000
6457	Vergennes.....	Vergennes Library.....	1876	Gen...	F.	T. C.	S. Fr.	B.	3,545
6458	Wallingford.....	Gilbert Hart Library.....	1894	Gen...	O.	T.	F.	B.	3,000
6459	Waterbury.....	Public Library.....	1888	Gen...	F.	C.	S.	C.	2,000
6460	Waterville.....	Town Library.....	1896	Gen...	F.	T.	F.	B.	1,008
6461	Wells River.....	Library Association.....	1858	Gen...	O.	C.	S.	C.	1,586
6462	West Burke.....	Ladies' Library Association.....	1877	Gen...	R.	C.	S.	B.	1,175
6463	West Rutland.....	Public Library.....	.....	Gen...	R.	T.	F.	B.	1,500
6464	Weybridge.....	Cotton Free Public Library.....	1899	Gen...	F.	T. D.	F.	R.	1,350
6465	White River Junct.	Public Library.....	1881	Gen...	R.	C.	F.	C.	2,550
6466	Williamstown.....	Social Library.....	1801	Gen...	F.	C.	S.	C.	2,900
6467	Wilmington.....	Free Public Library.....	1895	Gen...	R.	T.	F.	B.	1,280
6468	Windsor.....	Library Association.....	1882	Gen...	O.	T. C.	F.	B.	9,700
6469	Woodstock.....	Norman Williams Public Lib.	1883	Gen...	O.	C.	F.	B.	13,717
	VIRGINIA.								
6470	Alexandria.....	Alexandria Library.....	.....	Gen...	R.	C.	S. Fr.	B.	4,000
6471	Aryonia.....	Seven Island School*.....	.....	Sch...	F.	C.	Fr.	B.	1,000
6472	Ashland.....	Randolph-Macon College.....	1830	Col...	O.	C.	S. Fr.	B.	11,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
2,500	1,249	4,280				\$1,875			C. B. Wright	6408
3,000	30					100		\$4,000	H. S. Sheldon	6409
150	50	50				30			Clara Cook	6410
	683	37,761			\$1,000	1,187	\$125,000	60,000	Mary E. Macomber	6411
	50					100				6412
	1,482			\$800	1,600	3,680				6413
										6414
	46	7,200		175	75	303	1,500		Oella A. Thompson	6415
	168								F. M. Atkinson	6416
	162	4,365							Mrs. P. C. Moore	6417
100	200	22,418		400	4,608	5,071	31,726	35,000	Lizzie M. Sargent	6418
	250		\$50	100		250				6419
500	50							1,500	C. E. Tupper	6420
	169	5,221		254		284			Ellen L. Brown	6421
5,000	4,000					1,800			W. A. Ellis	6422
	120	117				45		2,500	Ellen W. Knight	6423
1,732	107	3,786	100			147			Addie M. Raymond	6424
					70	158	1,824		Anna E. Renfrew	6425
	360	7,937	222		50	754	1,450		Bertha M. Shaw	6426
					69	69		2,000	Harvey Dodge	6428
	160	10,626		500		524			Addie P. Kilborn	6428
										6429
	100	6,225				499			Mary K. Norton	6430
		3,500					1,000		W. W. Adams	6431
	10			150		150	500		Miss F. C. Pember	6432
	10	933				50			Mrs. H. A. Allen	6433
	2,000	10,726	1,000		1,600	2,625	2,000	20,000	Miss A. L. DuBois	6434
200										6435
	100	4,410							Nettie L. Brown	6436
		2,500				80	1,400			6437
	92	2,194		200		203			Lucy H. Washburn	6438
										6439
	630	51,821	1,914			2,331			Lucy D. Cheney	6440
									Mrs. A. P. Riker	6441
										6442
	90	8,733		600	50	650			B. C. Jennison	6443
50	373	24,954							E. F. Fairbanks	6444
	82								May H. Foote	6445
	76	1,796		65		135				6446
	200	2,000	40		120	165	3,000		F. P. Curtis	6447
295	81	2,708		100		160			Adella E. Stannard	6448
	136		500		153	1,062	2,558	17,000	M. Goodnow	6449
										6450
	37	2,025							Mrs. M. A. Jenney	6451
1,500	125	2,200	42			115	1,050	1,500		6452
	363	8,619	200			840			Miss E. S. Rogers	6453
	45				75	79	1,500		Maria W. Garey	6454
										6455
										6456
		3,000		325		360				6457
	100	9,000		326		326	2,000	6,000	May L. Congdon	6458
	83	4,160				235			Julia P. Parker	6459
10	2			15	25	40	500		Mrs. E. A. Willey	6460
	47	1,600				224			Kate D. Lee	6461
	40					53			Mrs. N. A. Burt	6462
	100	6,000	325			335			Nellie H. Newton	6463
400	200	2,500		25	225	250	5,000		M. E. Sprague	6464
	102	5,200				187			Mrs. E. J. Wallace	6465
	50	1,500				40			Geo. E. Wilber	6466
	136			50		72			Helen M. Buell	6467
	323	11,814		400	753	1,197	10,000		E. N. Goddard	6468
		22,593							Mrs. O. B. Jaquith	6469
	150					175			Alice F. Green	6470
										6471
	500					550			Mrs. C. E. Hartsook	6472

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
VIRGINIA—CON.								
6473 Bedford City.....	Bedford Library.....	1900	Gen	O.	C.	S.	C.	1,000
6474 Bellevue.....	Bellevue High School*.....		Sch.	F.	T.	Fr.	B.	3,200
6475 Bethel Academy.....	Washington and Lee Society*.....	1875	Soc.	F.	C.	Fr.	B.	1,200
6476 Bigstone Gap.....	Public High School.....		Sch.	F.	T.	Fr.	B.	1,000
6477 Blacksburg.....	Virginia Polytechnic Inst.....		Col.	F.	T.	F.	B.	2,500
6478 Blacksburg.....	Blackstone Female Institute.....	1894	Sch.	F.	C.	Fr.	R.	1,000
6479 ..do.....	Hoge Memorial Military Acad.....	1893	Sch.	F.	C.	Fr.	B.	2,500
6480 Blackwalnut.....	Cluster Springs Academy.....	1865	Sch.	F.	C.	Fr.	B.	1,000
6481 Bridgewater.....	Bridgewater College.....	1882	Col.	O.	C.	S. Fr.	B.	4,500
6482 Bristol.....	Public School.....	1895	Col.	F.	D.	Fr.	B.	1,000
6483 Charlottesville (Univ. Station).....	University of Virginia.....	1826	Col.	O.	D.	Fr.	B.	50,000
6484 ..do.....	Law School.....		Law	F.	C.	Fr.	R.	5,000
6485 Claremont.....	Temperance, Industrial and Collegiate Institute.....	1892	Sch.	F.	D.	F.	B.	3,800
6486 College Park.....	Randolph-Macon Woman's College.....	1893	Col	O.	C.	Fr.	B.	3,175
6487 Danville.....	Danville Library.....	1876	Gen	R.	C.	S. Fr.	C.	1,200
6488 ..do.....	Roanoke Female College.....	1859	Col.	F.	C.	S. Fr.	B.	5,000
6489 Dayton.....	Shenandoah Collegiate Inst.....	1876	Sch.	F.	C.	Fr.	B.	1,200
6490 Emory.....	Emory and Henry College.....	1837	Col.	F.	C.	S. Fr.	B.	8,000
6491 Farmville.....	State Female Normal School.....	1884	Sch.	F.	T.	Fr.	B.	3,077
6492 Floyd.....	Oxford Academy.....	1875	Sch.	F.	C.	Fr.	C.	1,500
6493 Fort Defiance.....	Augusta Military Academy*.....	1879	Sch.	F.	T.	Fr.	R.	1,500
6494 Fort Monroe.....	Post Library.....		Gar.	F.	T.	F.	B.	1,500
6495 ..do.....	United States Artillery School.....	1824	Sch.	F.	T.	F.	B.	11,147
6496 Fredericksburg.....	Fredericksburg College.....		Col.	F.	C.	Fr.	B.	1,000
6497 ..do.....	Fredericksburg Library.....	1877	Gen	F.	C.	S.	C.	3,500
6498 Front Royal.....	Randolph-Macon Academy.....	1892	Sch.	F.	C.	F.	R.	1,000
6499 Gate City.....	Shoemaker College.....	1897	Sch.	F.	C.	F.	R.	1,023
6500 Hampden Sidney.....	Hampden Sidney College.....	1774	Col.	O.	C.	Fr.	B.	12,000
6501 Hampton.....	Hampton Nor. and Agri. Inst.....	1880	Sch.	F.	T.	F.	B.	12,698
6502 Harrisonburg.....	Public High School.....	1880	Sch.	F.	T.	Fr.	R.	2,000
6503 Hollins.....	Hollins Institute.....		Col.	F.	C.	Fr.	B.	2,000
6504 Keysville.....	Keysville Mission Indus. Sch.....		Sch.	F.	C.	Fr.	B.	1,000
6505 Lebanon.....	Russell College*.....		Sch.	F.	C.	Fr.	B.	1,000
6506 Lexington.....	Virginia Military Institute.....	1839	Col.	O.	C.	S.	R.	12,509
6507 ..do.....	Washington and Lee Univ.....		Col.	F.	C.	Fr.	B.	45,000
6508 ..do.....	Law School.....		Law	F.	C.	Fr.	R.	5,000
6509 Lynchburg.....	Randolph-Macon Woman's College.....	1893	Col	F.	C.	Fr.	B.	2,300
6510 ..do.....	Virginia Baptist Seminary*.....		Sch.	F.	C.	Fr.	B.	1,600
6511 Manassas.....	Manassas Institute.....		Sch.	F.	C.	Fr.	B.	1,000
6512 Miller School.....	Miller Manual Labor School.....	1877	Sch.	F.	C.	F.	B.	3,565
6513 National Soldiers' Home.....	National Soldiers' Home Lib.....	1875	Govt.	F.	T.	F.	B.	9,300
6514 Norfolk.....	Norfolk and Ports. Bar Assoc.....	1898	Law	F.	C.	S.	R.	3,072
6515 ..do.....	Norfolk Mission College*.....	1885	Col.	F.	C.	Fr.	B.	1,500
6516 ..do.....	Phillips (Miss E. F.) Sch. Lib.*.....		Sch.	F.	C.	Fr.	R.	1,052
6517 ..do.....	Public Library.....	1870	Gen	O.	T. C.	S. Fr.	B.	15,000
6518 Onancock.....	Margaret Academy*.....	1880	Sch.	F.	C.	Fr.	R.	1,000
6519 Petersburg.....	Benevolent-Mechanic Assoc.....	1825	Gen	F.	C.	Fr.	B.	10,000
6520 ..do.....	Bishop Payne Divinity Sch.....		Sch.	F.	C.	Fr.	B.	1,500
6521 ..do.....	Southern Female College.....		Col.	F.	C.	Fr.	B.	3,000
6522 ..do.....	Va. Nor. and Industrial Sch.....		Col.	F.	T.	Fr.	B.	2,500
6523 ..do.....	Y. M. C. A. Library.....	1875	Y. M.	F.	C.	S. Fr.	B.	2,500
6524 Portsmouth.....	Young Men's Christian Assoc.....	1887	Y. M.	F.	C.	S. Fr.	B.	1,200
6525 Reliance.....	Shenandoah Normal College.....		Sch.	F.	C.	Fr.	B.	1,080
6526 Richmond.....	Confederate Museum.....	1890	Hist	F.	C.	S. Fr.	R.	1,000
6527 ..do.....	Grand Lodge of Virginia, A. F. and A. M.....	1778	Mas	F.	C.	Fr.	R.	3,000
6528 ..do.....	Hartshorn Memorial College*.....	1883	Col	F.	C.	Fr.	B.	1,100
6529 ..do.....	McGuire's University School.....	1865	Sch.	F.	C.	Fr.	R.	2,000
6530 ..do.....	Richmond College.....	1867	Col	O.	C.	Fr.	B.	14,580
6531 ..do.....	School of Law.....		Law	F.	C.	Fr.	R.	1,000
6532 ..do.....	Rosemary Public Library*.....	1892	Gen	R.	T. C.	Fr.	B.	6,675
6533 ..do.....	St. Andrew's Free Parish Lib.....	1894	Gen	O.	C.	F.	B.	1,775

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
	100	2,000						\$500	Florence B. Gish	6473
										6474
500	75									6475
										6476
									Mary G. Lacy	6477
										6478
500	50								E. B. Fishburne	6479
500	500	1,052				\$251		3,000	Hampden Wilson	6480
1,000	100	1,500				50			J. W. Wagland	6481
					\$948	948		165,000	E. H. Russell	6482
									J. S. Patton	6483
1,998	62	1,211				532			J. J. Smallwood	6484
										6485
500										6486
500	100								Carrie V. Pace	6487
2,500	2,000					300			R. E. Hatton	6488
50	100	200							Ernest Cruikshank	6489
									J. S. Miller	6490
685	100								Laura K. Hills	6491
	300								J. K. Harris	6492
	85		\$200			233				6493
500	200								C. C. Chamberlain	6494
1,937	434		927			927				6495
										6496
	125					217				6497
										6498
300									T. B. Fitzpatrick	6499
3,000	25	600			36	150	\$600	10,000	H. R. McIlwain	6500
	1,130	8,384							Leonora E. Herron	6501
										6502
										6503
										6504
6,500	271					1,000				6505
										6506
										6507
540										6508
										6509
										6510
2,490	58	400								6511
150	168	42,292		\$500		500			Mrs. M. S. Gordon	6512
										6513
66	185					1,000			D. A. Kelsey	6514
	10	600				150				6515
50	20									6516
	767	25,772		1,500	100	2,288	2,000		W. H. Sargeant	6517
										6518
	300	3,150							Ida L. Gray	6519
										6520
										6521
1,000	200	3,796								6522
										6523
										6524
3,000										6525
1,000	100	1,600								6526
										6527
										6528
500	25					75				6529
1,000	450	2,000			950	950	20,000	40,000	C. H. Ryland	6530
										6531
	268			500		1,500	5,000			6532
	75	14,025				859			Fannie Bull	6533

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
VIRGINIA—CON.									
6534	Richmond	Southern Historical Society ..	1875	Hist ..	F.	C.	S.	R.	1,000
6535	do	State Law Library .....	.....	Law ..	F.	T.	Fr.	R.	12,500
6536	do	State Library	1823	State ..	F.	T.	F.	R.	75,000
6537	do	Union Theological Seminary (Spence Library).	1824	Theo ..	O.	C.	Fr.	B.	18,000
6538	do	University School * .....	.....	Sch ..	F.	C.	Fr.	R.	6,000
6539	do	Virginia Historical Society	1831	Hist ..	O.	C.	S. Fr.	R.	10,000
6540	do	Virginia Mechanics' Institute ..	1884	Sci. ...	F.	T.	F.	B.	1,583
6541	do	Virginia Union University	1899	Col ...	F.	C.	Fr.	B.	10,000
6542	do	Woman's College .....	.....	Col ...	F.	C.	Fr.	R.	1,400
6543	do	Young Men's Christian Assoc.	1854	Y. M. ...	F.	C.	S. Fr.	B.	3,000
6544	Roanoke	Allegheny Institution * .....	.....	Sch ...	F.	C.	Fr.	B.	1,000
6545	Salcm	Roanoke College	1853	Col ...	O.	C.	S. Fr.	B.	23,000
6546	Staunton ..	City Public School .....	.....	Sch ...	F.	T.	Fr.	R.	1,250
6547	do	Mary Baldwin Seminary*	1863	Sch ...	F.	C.	S.	R.	2,500
6548	do	Virginia Female Institute	1880	Sch ...	F.	C.	Fr.	B.	1,200
6549	do	Va. Sch. for the Deaf and Blind ..	.....	Asy. ...	F.	T.	Fr.	B.	1,350
6550	do	Young Men's Christian Assoc.	1874	Y. M. ...	F.	C.	S. Fr.	B.	3,500
6551	Theological Sem. .	Virginia Theological Sem.	1856	Theo ..	F.	C.	Fr.	B.	25,000
6552	Williamsburg ..	William and Mary College	1693	Col ...	F.	C.	Fr.	B.	10,000
6553	Winchester ..	Episcopal Female College .....	.....	Col ...	F.	C.	Fr.	B.	1,000
6554	do	Fairfax College .....	.....	Sch ...	F.	C.	Fr.	B.	1,500
WASHINGTON.									
6555	Aberdeen	Public Library	1902	Gen ..	R.	T.	F.	B.	1,282
6556	Burton	Vashon College .....	.....	Col ...	F.	C.	Fr.	B.	1,276
6557	Cheaney	State Normal School	1892	Sch ...	F.	T.	Fr.	B.	4,000
6558	Colfax	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,200
6559	Dayton	Public School *	1886	Sch ...	F.	T.	F.	B.	1,200
6560	Ellensburg	State Normal School	1891	Sch ...	F.	T.	Fr.	B.	2,900
6561	Everett	Public Library	1898	Gen ..	O.	T.	F.	B.	2,380
6562	North Yakima ..	Public Library Association	1896	Gen ..	R.	C.	S. Fr.	B.	1,784
6563	do	Public School .....	.....	Sch ...	F.	T.	Fr.	B.	1,000
6564	Olympia	Olympia Lodge, I. O. O. F.*	1890	O. F. ...	F.	C.	Fr.	B.	1,200
6565	do	State Library	1853	State ..	F.	T.	F.	B.	50,000
6566	Port Townsend ..	Public Library Association	1898	Gen ..	F.	C.	S.	B.	2,048
6567	Pullman	Wash. Agr. Col. and Sch. of Sci ..	1891	Col ...	F.	T.	Fr.	B.	7,000
6568	Puyallup	Public High School .....	.....	Sch ...	F.	T.	Fr.	B.	1,000
6569	Ritzville	Library Association	1903	Gen ..	F.	C.	F.	B.	1,310
6570	Seattle	Academy of the Holy Name .....	.....	Sch ...	F.	C.	Fr.	B.	1,000
6571	do	Public High School .....	.....	Sch ...	F.	T.	F.	R.	3,000
6572	do	Public Library	1891	Gen ..	R.	T.	F.	B.	40,000
6573	Seattle (Univer- sity Station).	University of Washington	1861	Col ...	F.	T.	F.	R.	15,000
6574	do	Law School .....	.....	Law ..	F.	T.	Fr.	R.	1,200
6575	Snohomish	Public Library	1900	Gen ..	O.	T. C.	F.	B.	1,000
6576	do	Puget Sound Academy	1886	Sch ...	F.	C.	F.	R.	1,200
6577	South Park	Col. of Our Lady of Lourdes	1890	Sch ...	F.	C.	Fr.	R.	2,400
6578	Spokane	City Library	1888	Gen ..	F.	T.	F.	B.	8,200
6579	do	Gonzaga College	1887	Col ...	F.	C.	F.	R.	14,000
6580	do	Public High School	1894	Sch ...	F.	T. D.	Fr.	B.	1,631
6581	do	St. Catherine's Academy of the Holy Name.*	1891	Sch ...	F.	C.	F.	B.	3,500
6582	Tacoma	Annie Wright Seminary	1885	Sch ...	F.	C.	Fr.	B.	3,000
6583	do	Masonic Library Association	1891	Mas ...	R.	T.	Fr.	B.	1,000
6584	do	Public High School	1891	Sch ...	F.	T.	Fr.	R.	2,222
6585	do	Public Library	1886	Gen ..	O.	T.	F.	B.	18,649
6586	do	University of Puget Sound .....	.....	Col ...	F.	C.	Fr.	B.	3,000
6587	Tacoma (Whit- worth Station).	Whitworth College (Mason Library).	1890	Col ...	F.	C.	S. Fr.	B.	8,000
6588	Vancouver	Public Library	1890	Gen ..	F.	T.	F.	B.	1,500
6589	do	Public School	1890	Sch ...	F.	T.	F.	B.	2,000
6590	do	St. James College *	1856	Col ...	O.	C.	Fr.	B.	2,096
6591	Walla Walla	De La Salle Institute .....	.....	Sch ...	F.	C.	Fr.	B.	2,000
6592	do	Free Public Library	1897	Gen ..	R.	T.	F.	C.	3,500
6593	do	Whitman College .....	.....	Col ...	F.	C.	Fr.	B.	9,974
6594	Whatcom	State Normal School .....	.....	Sch ...	F.	T.	Fr.	B.	4,500

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.
			Taxation.	Public ap-propriation.	Productive funds.				
10	11	12	13	14	15	16	17	18	19
	100			\$500		\$500			W. W. Scott.
1,500	300			5,621	\$759	6,380			do
1,000	325				500	862	\$8,000	\$30,000	W. W. Moore
					153	3,912			
1,000	98				150	218	3,763		N. P. Cofer
1,000	325								F. G. Lewis
									Carrie V. Dyer
5,000	560	3,600				385		10,000	W. F. Morehead
	50								
	25					68			Julia Yen
	100	4,200				200			W. D. Hoge
				100		400	10,000		M. B. Worthington
						100			Emily P. Christian
150	822	10,759		840		904			Mrs. J. M. Walker
	70					1,412			Mabel M. Reynolds
150	200	2,846				140			
650	100			1,000		1,465			Ella G. Warner
	345		\$675			910		750	Gretchen Hathaway
	112			240		755			Bessie C. Hall
	50					150			
200	3,500								
10,000	175	5,229		6,050		6,050			J. A. Gable
2,000	150	4,715				796			Laura Plummer
				3,040		3,040			Gertrude Saxton
323		1,578							O. W. Hughart
						819			
2,000	13,017	161,671	43,952			45,248		200,000	C. W. Smith
10,000	700								H. C. Coffman
	150		200			420		1,500	James Burton
1,000	100	50				60			A. W. Taylor
200	75	499				245			Rev. Brother Percy
914	107	59,113	5,058			5,285			Estella Deffenbaugh
	600	1,500							Rev. M. Meyer
						323			Grace P. Grant
70	85								
7,000	187	1,830				300			Edward R. Hare
300									Myrtle Vataw
4,222	2,981	107,677	3,545	6,085		10,093		75,000	Jonathan Smith
500	50	1,000							
500	20	200							
500	100		65			100			C. W. Shumway
897									
	300	12,783	1,500			1,500			Margaret Center
8,000	438					200	1,000		Arminda L. Fix

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class	Building—	Supported by—	Free subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
WEST VIRGINIA.								
6595 Athens.....	State Normal School.....	.....	Sch...	F.	T.	Fr.	B.	1,200
6596 Barboursville.....	Morris Harvey College.....	1888	Col...	F.	C.	Fr.	R.	1,800
6597 Beckley.....	Beckley Seminary.....	.....	Sch...	F.	C.	Fr.	B.	1,000
6598 Bethany.....	Bethany Col. Reading Room.	1841	Col...	F.	C.	S. Fr.	B.	3,000
6599 Buckhannon.....	Public School.....	.....	Sch...	F.	T.	Fr.	B.	1,300
6600 ..do.....	W. Virginia Conference Sem.	1892	Sch...	F.	C.	Fr.	B.	3,000
6601 Charleston.....	State Library*.....	1868	Law...	F.	T.	F.	R.	14,000
6602 ..do.....	West Virginia Historical and Antiquarian Society.	1890	His...	F.	T.	F.	R.	9,500
6603 Charlestown.....	Powhatan College.....	.....	Sch...	F.	C.	Fr.	B.	1,000
6604 ..do.....	Stephenson Seminary for Young Ladies.	.....	Sch...	F.	C.	Fr.	B.	1,000
6605 Clarksburg.....	Public School.....	.....	Sch...	F.	T.	Fr.	R.	2,106
6606 Fairmont.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,000
6607 ..do.....	State Normal School.....	1872	Sch...	F.	T.	Fr.	B.	3,000
6608 Glenville.....	State Normal School.....	1873	Sch...	F.	T.	Fr.	B.	14,000
6609 Grafton.....	Public School.....	.....	Sch...	F.	T.	Fr.	B.	1,250
6610 ..do.....	West Virginia Reform School.	.....	Asy...	F.	T.	F.	B.	1,000
6611 Harpers Ferry.....	Storer College (Roger Wil- liams Library).	1876	Sch...	F.	C.	Fr.	B.	5,000
6612 Huntington.....	Marshall College.....	1898	Sch...	F.	T.	Fr.	B.	7,000
6613 ..do.....	Public Library.....	1902	Gen...	O.	T.	F.	B.	2,985
6614 Institute.....	West Virginia Col. Institute.	.....	Sch...	F.	T.	Fr.	B.	1,500
6615 Lewisburg.....	Lewisburg Female Institute.	.....	Col...	F.	C.	Fr.	B.	1,400
6616 Morgantown.....	West Virginia University.	.....	Col...	O.	T.	F.	B.	20,978
6617 ..do.....	College of Law.....	.....	Law...	F.	T.	F.	B.	1,200
6618 Parkersburg.....	Academy of the Visitation (McGovern Library).	1900	Sch...	F.	C.	S.	B.	1,000
6619 ..do.....	High School and Public Lib.	.....	Sch...	F.	T.	F.	B.	4,300
6620 ..do.....	Library Association.....	1891	Gen...	F.	C.	S. Fr.	B.	2,654
6621 Romney.....	West Virginia School for the Deaf and the Blind.	1873	Asy...	F.	T.	Fr.	B.	1,000
6622 Salem.....	Salem College.....	1890	Sch...	F.	C.	F.	R.	3,500
6623 Shepherdstown.....	Shepherd Col. State Nor. Sch.	1872	Sch...	F.	T.	F.	R.	2,400
6624 Sistersville.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	1,200
6625 Wellsburg.....	Public Library.....	1897	Gen...	R.	C.	F.	B.	1,900
6626 ..do.....	Public School.....	.....	Sch...	F.	T.	Fr.	B.	1,100
6627 West Liberty.....	State Normal School.....	1870	Sch...	F.	T.	Fr.	B.	3,000
6628 Weston.....	Public School.....	1892	Sch...	F.	T.	Fr.	B.	1,260
6629 Wheeling.....	Academy of the Visitation*.	1848	Sch...	F.	C.	S.	B.	5,000
6630 ..do.....	Mount De Chantal.....	1848	Sch...	F.	C.	Fr.	B.	6,000
6631 ..do.....	Public Library.....	1882	Gen...	R.	T.	F.	B.	19,360
WISCONSIN.								
6632 Algoma.....	Public High School.....	1870	Sch...	F.	T.	Fr.	B.	1,300
6633 Alma.....	Public High School.....	.....	Sch...	F.	T.	Fr.	B.	2,700
6634 Antigo.....	High School*.....	1883	Sch...	F.	T.	Fr.	B.	1,200
6635 ..do.....	Public Library.....	.....	Gen...	F.	T.	F.	B.	2,320
6636 Appleton.....	Free Public Library.....	1897	Gen...	F.	T.	F.	B.	7,765
6637 ..do.....	Lawrence University (Apple- ton Library).	1850	Col...	F.	C.	F.	B.	20,146
6638 ..do.....	Ryan High School.....	1877	Sch...	F.	T.	Fr.	B.	2,500
6639 ..do.....	Third Ward High School.....	1886	Sch...	F.	T.	F.	R.	2,500
6640 Arcadia.....	Free Public Library.....	1899	Gen...	F.	T.	F.	B.	1,183
6641 Ashland.....	North Wisconsin Academy (Lathrop Library).	1895	Sch...	F.	C.	Fr.	B.	3,000
6642 ..do.....	Public High School.....	1888	Sch...	F.	T.	Fr.	B.	1,000
6643 ..do.....	Vaughn Public Library.....	1887	Gen...	O.	C.	F.	B.	4,682
6644 Baraboo.....	Public Library.....	1897	Gen...	O.	T.	F.	B.	7,058
6645 Bayfield.....	Public High School.....	.....	Sch...	F.	T.	F.	B.	2,000
6646 ..do.....	Public Lib. and Reading Room	1857	Gen...	R.	T.	F.	B.	2,364
6647 Beaver Dam.....	Wayland Academy.....	1860	Sch...	F.	C.	Fr.	B.	2,000
6648 ..do.....	Williams Free Library*.....	1884	Gen...	O.	T.	F.	B.	8,017
6649 Belleville.....	Free Library.....	.....	Gen...	F.	T.	F.	B.	2,159
6650 Beloit.....	Beloit College.....	1848	Col...	O.	C.	Fr.	B.	30,000
6651 ..do.....	Public Library.....	1895	Gen...	O.	T.	F.	B.	8,579

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

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Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
										6595
										6596
	200					\$150			Ethel Streater	6597
	200					150			T. W. Haught	6598
	200				\$3,000	3,000				6599
9,600	540			1,200		1,200			Madelon D. Laidley	6600
										6601
										6602
										6603
										6604
	50	1,800		50		75				6605
	425			300		350				6606
300	800			750		750				6607
										6608
				250		250				6609
1,000	50								Lena B. Lightner	6610
										6611
300		3,000		650		650			Elizabeth F. Myers	6612
300	513	6,226	\$3,500			3,604	\$35,000	\$35,000	Adrienne Burns	6613
										6614
400	1,603	9,547		7,500		7,500		101,809	Pauline G. Wiggin	6615
										6616
										6617
										6618
300	830		1,500			1,500			Hilda Hemmerick	6619
	305					786			Carre Shrewsbury	6620
		500							E. T. Chapin	6621
1,000	50					50			S. B. Bond	6622
	25	100		200		200			Mable Gardiner	6623
										6624
	50	4,500				523				6625
										6626
500	100			300		300			Lorraine Fortney	6627
	303			97		97				6628
	125									6629
	50								Sister M. Xavier	6630
	947	64,606	4,892			5,301			Miss A. B. Wilson	6631
										6632
200										6633
										6634
50	185					170				6635
	600	25,520	1,406			1,442			Clara H. Kunst	6636
	819	48,103	2,464			3,347			Agnes L. Dwight	6637
8,000	925	2,629			\$766	1,024	17,000		Zelia A. Smith	6638
										6639
	35			100		100			Alberdie B. Cressler	6640
	60								R. E. Carnecross	6641
	74	5,413	203			325			Louise Gasser	6642
	105	220				5			M. G. Ferenga	6643
										6644
	100								Marion Connell	6645
	143	19,049				3,500		30,000	T. G. Mitchell	6646
1,000	558	26,558		1,500		1,794		15,000	Kate M. Potter	6647
										6648
		7,294	889	1,000		1,942			Alice M. Hughes	6649
									Edwin P. Brown	6650
1,601		27,098	1,126			2,665	15,000			6651
		3,074							Grace Knox	6652
10,500	1,220	3,065			500	1,810	12,000	22,000		6653
	497	43,454	2,600			2,600		25,000	Martha W. Bell	6654

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
WISCONSIN—CON.								
6652	Berlin.....	Free Public Library.....	Gen	R.	T.	F.	B.	2,050
6653	do.....	Public High School *	Sch.	F.	T.	F.	B.	1,000
6654	Black River Falls.	Public Library.....	Gen	O.	T.	F.	B.	1,362
6655	Boscobel.....	Public High School.....	1875	Sch.	F.	T.	Fr.	1,500
6656	Brandon.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6657	Brodhead.....	School District.....	1885	Sch.	R.	T.	F.	1,195
6658	Burlington.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,200
6659	Chippewa Falls.....	Public Library.....	1894	Gen	R.	T.	F.	7,428
6660	do.....	Public School.....	1889	Sch.	F.	T.	Fr.	4,276
6661	Clintonville.....	Young People's Society of Christian Endeavor.	1890	Gen	F.	C.	F.	1,000
6662	Columbus.....	Free Public Library.....	1901	Gen	F.	T.	F.	2,704
6663	Cumberland.....	Free Library.....	1895	Gen	R.	T.	F.	1,203
6664	Darlington.....	Free Library.....	1899	Gen	R.	T. D.	F.	1,490
6665	do.....	Public High School.....	.....	Sch.	F.	T.	F.	1,257
6666	Delafield.....	St. John's Military Academy.	.....	Sch.	F.	C.	Fr.	5,000
6667	Delavan.....	Public High School.....	1852	Sch.	F.	T.	Fr.	1,150
6668	do.....	Wisconsin School for the Deaf	1852	Asy.	F.	T.	Fr.	3,000
6669	De Pere.....	Public Library.....	1896	Gen	F.	T.	F.	3,000
6670	do.....	Public School.....	.....	Sch.	F.	T.	Fr.	1,200
6671	Dodgeville.....	Public Library.....	1900	Gen	R.	T.	F.	1,000
6672	do.....	Public School.....	.....	Sch.	F.	T.	F.	1,000
6673	Durand.....	Free Library.....	1896	Gen	R.	T.	F.	1,241
6674	do.....	Public High School.....	1885	Sch.	F.	T.	Fr.	1,000
6675	East Troy.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6676	Eau Claire.....	Public Library.....	1875	Gen	O.	T.	F.	13,533
6677	Edgerton.....	Public Library.....	.....	Gen	R.	T.	F.	1,623
6678	Elkhorn.....	Chas E. Sprague Free Library.	1901	Gen	R.	T.	F.	2,701
6679	do.....	Public High School.....	1875	Sch.	F.	T.	F.	1,044
6680	Ellsworth.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6681	Elroy.....	Public High School.....	1900	Sch.	F.	T.	F.	2,000
6682	Evansville.....	Public Library.....	1899	Gen	F.	T. D.	F.	2,682
6683	Fairchild.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6684	Fern.....	Public Library *.....	1898	Gen	R.	T.	Fr.	1,250
6685	Florence.....	Public School.....	.....	Sch.	F.	T.	F.	2,400
6686	Fond du Lac.....	Grafton Hall Library.....	1863	Sch.	F.	C.	Fr.	2,100
6687	do.....	Public Library.....	1877	Gen	O.	T.	F.	20,495
6688	Fort Atkinson.....	Public High School.....	.....	Sch.	F.	T.	Fr.	2,000
6689	do.....	Public Library.....	.....	Gen	F.	C.	F.	2,500
6690	Galesville.....	Gale College.....	1859	Sch.	F.	C.	Fr.	3,000
6691	Gilmanston.....	Howard Library Association.	1861	Gen	F.	C.	S.	2,500
6692	Glenwood.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,200
6693	Grand Rapids.....	Lincoln High School.....	.....	Sch.	F.	T.	F.	1,000
6694	do.....	T. B. Scott Free Library.....	.....	Gen	F.	T.	F.	5,322
6695	Green Bay.....	Kellogg Public Library.....	1889	Gen	O.	T.	F.	9,989
6696	Hayward.....	Hayward Free Library.....	.....	Gen	F.	T.	F.	3,027
6697	Hillside.....	Home School.....	1887	Sch.	F.	C.	F.	3,000
6698	Horicon.....	Free Library.....	.....	Gen	R.	T.	F.	1,296
6699	Hudson.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,172
6700	do.....	Public Library.....	1901	Gen	O.	T.	F.	1,500
6701	Janesville.....	Free Public Library.....	1873	Gen	O.	T.	F.	16,000
6702	do.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6703	do.....	State School for Blind.....	1850	Asy.	F.	T.	Fr.	4,000
6704	Jefferson.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,800
6705	Kenkauma.....	Free Public Library.....	1899	Gen	R.	T.	F.	2,716
6706	Kenosha.....	Gilbert M. Simmons Library.	1900	Gen	O.	T.	F.	13,723
6707	do.....	Kemper Hall.....	.....	Sch.	F.	C.	Fr.	3,400
6708	do.....	Public School.....	1890	Sch.	F.	T.	Fr.	1,500
6709	Kewaunee.....	Public School.....	1890	Sch.	F.	T.	F.	2,091
6710	Kilbourn.....	Public Library.....	1895	Gen	O.	T.	F.	1,451
6711	La Crosse.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6712	do.....	Public Library.....	1888	Gen	O.	T. C.	F.	13,343
6713	Lake Geneva.....	Public Library.....	1895	Gen	O.	T.	F.	3,044
6714	Lake Mills.....	L. D. Fargo Free Public Lib.	.....	Gen	O.	T.	F.	1,471
6715	do.....	Public School.....	1881	Sch.	F.	T.	F.	1,000
6716	Lodi.....	Public High School.....	.....	Sch.	F.	T.	Fr.	1,000
6717	Madison.....	Dept. of Public Instruction *	.....	Gen	F.	T.	Fr.	20,000

*Statistics of 1900.

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
1	2	3	4	5	6	7	8	9
WISCONSIN—CON.								
6718 Madison	Free Library	1876	Gen ..	F.	T.	F.	B.	19,377
6719 ..do.	Model Township Library* ..	1887	Sch ..	F.	T.	Fr.	R.	1,500
6720 ..do.	Wisconsin Academy of Sci- ences, Arts, and Letters.	1870	Sci ..	F.	C.	F.	B.	5,000
6721 ..do.	State Historical Society	1853	Hist ..	O.	T.	F.	R.	125,000
6722 ..do.	State Law Library	1836	Law ..	F.	T.	Fr.	R.	37,993
6723 ..do.	University of Wisconsin	1850	Col ..	F.	T.	F.	B.	78,600
6724 ..do.	College of Law	1884	Law ..	F.	T.	F.	B.	5,000
6725 ..do.	Woodman Astronomical Lib.	1884	Sci ..	F.	D.	F.	R.	3,100
6726 Manitowoc	Public Library	1900	Gen ..	O.	T.	F.	B.	6,513
6727 ..do.	South Side High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
6728 Marinette	Marinette County Law Lib.	.....	Law ..	F.	T.	F.	R.	1,000
6729 ..do.	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,243
6730 ..do.	Stephenson Public Library ..	1878	Gen ..	O.	T.	F.	B.	9,037
6731 Markesan	Public Library	1900	Gen ..	R.	C.	S.Fr.	B.	1,216
6732 Marshfield	Free Library	1901	Gen ..	F.	T.	F.	B.	2,956
6733 Medford	Free Public Library	1903	Gen ..	F.	D.	F.	B.	1,246
6734 ..do.	Public School	1890	Sch ..	F.	T.	Fr.	R.	1,000
6735 Menaska	E. D. Smith Free Public Lib.	1895	Gen ..	O.	T.	F.	B.	4,824
6736 Mendota	State Hospital	1888	Asy ..	F.	T.	F.	B.	2,298
6737 Menomonie	Memorial Free Library	1890	Gen ..	O.	T.C.	F.	B.	8,536
6738 ..do.	Public High School	1900	Sch ..	F.	T.	F.	R.	2,366
6739 Merrill	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
6740 ..do.	T. B. Scott Free Library	1881	Gen ..	F.	T.	F.	B.	8,209
6741 Milton	Milton College (Daniel Bab- cock Library).	.....	Col ..	F.	C.	F.	B.	6,916
6742 Milton Junction ..	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
6743 Milwaukee	Concordia College (Teachers and Students' Library).	1882	Col ..	F.	C.	S.	R.	4,600
6744 ..do.	East Division High School ..	.....	Sch ..	F.	T.	Fr.	R.	2,600
6745 ..do.	German-English Academy ..	1852	Sch ..	F.	C.	Fr.	B.	3,000
6746 ..do.	Grand Lodge, F. & A. M.	1844	Mas ..	R.	C.	Fr.	R.	1,300
6747 ..do.	Law Library Association	1860	Law ..	R.	C.	S.	B.	9,612
6748 ..do.	Marquette College	1881	Col ..	F.	C.	Fr.	B.	10,200
6749 ..do.	Milwaukee Academy .....	.....	Sch ..	F.	C.	Fr.	B.	1,200
6750 ..do.	Milwaukee Downer College ..	1895	Col ..	F.	C.	Fr.	B.	5,306
6751 ..do.	Milwaukee Turnverein	1855	Soc ..	O.	C.	Fr.	B.	2,800
6752 ..do.	National German-American Teachers' Seminary.	.....	Sch ..	F.	C.	Fr.	B.	1,850
6753 ..do.	Public Library	1878	Gen ..	O.	T.	F.	B.	145,102
6754 ..do.	Public Museum	1882	Sci ..	F.	T.	Fr.	R.	3,209
6755 ..do.	South Division High School ..	1893	Sch ..	F.	T.	F.	B.	3,000
6756 ..do.	State Normal School	1885	Sch ..	F.	T.	Fr.	B.	10,183
6757 ..do.	West Division High School ..	1896	Sch ..	F.	T.	F.	B.	3,100
6758 Mineral Point	Public Library	1894	Gen ..	R.	T.C.	F.	B.	3,606
6759 Mondovi	Free Public Library	1902	Gen ..	F.	T.	F.	B.	1,139
6760 Monroe	Public Library	1876	Sch ..	O.	T.	F.	B.	5,541
6761 Mosinee	Joseph Dessert Public Library.	1889	Gen ..	O.	D.	F.	B.	1,071
6762 Mount Calvary	Capuchin Monastery Library.	1857	Theo ..	F.	C.	Fr.	B.	6,354
6763 ..do.	St. Lawrence College	1861	Sch ..	F.	C.	Fr.	B.	3,200
6764 Nashotah	Nashotah House .....	.....	Theo ..	F.	C.	Fr.	B.	16,000
6765 National Home ..	National Home for Disabled Volunteer Soldiers.	1891	Govt ..	O.	T.	Fr.	B.	9,838
6766 Necedah	Public High School .....	.....	Sch ..	F.	T.	Fr.	B.	1,000
6767 Neenah	Public Library	1882	Gen ..	O.	T.	F.	B.	8,426
6768 Neillsville	Free Library .....	.....	Gen ..	F.	T.	F.	B.	2,428
6769 New Lisbon	Public High School .....	.....	Sch ..	F.	T.	F.	R.	1,500
6770 New London	Public Library	1895	Gen ..	F.	T.	F.	B.	1,401
6771 New Richmond	Public School .....	.....	Sch ..	F.	T.	Fr.	B.	1,125
6772 Oconomowoc	Library Association	1893	Gen ..	O.	C.	F.	B.	3,500
6773 ..do.	Public School	1890	Sch ..	F.	T.	Fr.	B.	2,800
6774 Oconto	Farnsworth Public Library ..	.....	Gen ..	O.	T.	F.	B.	2,500
6775 Omro	Public High School	1873	Sch ..	F.	T.	F.	B.	1,200
6776 Oshkosh	Public High School*	1869	Sch ..	F.	T.	F.	B.	1,800
6777 ..do.	Public Library	1896	Gen ..	O.	T.	F.	B.	14,871
6778 ..do.	State Normal School	1871	Sch ..	F.	T.	Fr.	B.	10,320
6779 Pewaukee	Public School .....	.....	Sch ..	F.	T.	F.	R.	1,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public appropriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
.....	1,642	79,422	.....	\$5,250	.....	\$5,716	.....	.....	Julia A. Hopkins	6718
.....	.....	.....	.....	.....	.....	.....	.....	.....	W. M. Smith	6719
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6720
120,000	6,000	.....	.....	30,000	\$7,370	37,370	.....	\$500,000	I. S. Bradley	6721
.....	834	.....	.....	3,500	.....	3,500	.....	.....	J. R. Berryman	6722
24,800	4,200	.....	.....	22,935	.....	22,935	.....	.....	W. M. Smith	6723
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6724
.....	366	35,762	.....	2,224	.....	225	.....	.....	Geo. C. Comstock	6725
.....	.....	.....	.....	.....	.....	3,393	.....	.....	Florence C. Hays	6726
.....	.....	.....	.....	.....	.....	400	.....	.....	.....	6727
.....	50	400	.....	.....	.....	.....	.....	.....	.....	6728
.....	50	.....	.....	.....	.....	.....	.....	.....	Ula Settersten	6729
400	1,157	42,785	.....	3,500	.....	3,931	.....	31,000	Julia E. Elliott	6730
.....	250	.....	.....	50	.....	281	.....	.....	.....	6731
79	1,026	15,675	.....	672	.....	2,056	.....	.....	H. D. Ellinwood	6732
.....	141	5,048	.....	.....	.....	240	.....	.....	Joanna Hislop	6733
.....	200	.....	.....	134	.....	134	.....	.....	.....	6734
600	602	20,982	2,217	.....	384	2,526	\$10,000	22,000	Lucy L. Pleasants	6735
.....	.....	.....	.....	.....	.....	.....	.....	.....	Era M. Bullard	6736
919	568	31,978	.....	400	2,150	2,550	65,000	95,000	Stella Lucas	6737
.....	436	.....	205	.....	.....	205	.....	.....	.....	6738
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6739
.....	502	36,359	.....	.....	490	490	7,000	.....	Janet Russell	6740
79	283	.....	.....	.....	.....	50	100	.....	Edwin Shaw	6741
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6742
600	56	.....	.....	.....	200	437	.....	.....	Otto Hattstad	6743
.....	.....	.....	.....	150	.....	150	.....	.....	Elizabeth McNaney	6744
.....	.....	.....	.....	.....	.....	400	.....	.....	Max Griebisch	6745
200	1,500	150	.....	.....	.....	.....	.....	.....	Wm. W. Perry	6746
.....	.....	.....	.....	.....	.....	1,615	.....	.....	W. W. Wright	6747
1,450	150	2,000	.....	.....	.....	100	.....	.....	V. Putten, S. J.	6748
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6749
250	289	.....	.....	.....	256	522	4,000	.....	.....	6750
600	50	800	.....	.....	.....	.....	.....	.....	Gustav Leupold	6751
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6752
14,000	14,962	545,466	55,002	.....	.....	62,384	.....	500,000	G. W. Peckham	6753
7,044	274	.....	.....	.....	.....	.....	.....	.....	H. L. Ward	6754
.....	160	.....	.....	200	.....	200	.....	.....	Luise Hacsler	6755
.....	1,182	46,253	.....	1,050	.....	3,226	.....	.....	Della G. Oritz	6756
.....	200	.....	500	.....	.....	500	.....	.....	.....	6757
.....	324	.....	.....	200	.....	236	.....	.....	Bertha Brown	6758
47	1,170	4,743	.....	800	.....	754	.....	.....	Charlotte MacGregor	6759
.....	708	17,067	.....	1,250	.....	1,296	.....	.....	Katherine Smock	6760
.....	155	4,612	.....	.....	.....	222	.....	.....	Clara E. Boyde	6761
50	350	.....	.....	.....	.....	.....	.....	.....	Rev. C. Vienaeker	6762
.....	200	.....	.....	.....	.....	.....	.....	.....	Joseph Wald	6763
.....	.....	.....	.....	.....	.....	.....	.....	.....	L. W. Hixon	6764
.....	188	30,631	.....	.....	.....	.....	.....	10,000	E. F. Phelps	6765
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6766
.....	355	25,546	.....	1,219	.....	1,330	.....	22,000	Miss Zana K. Miller	6767
.....	320	11,945	.....	601	.....	655	.....	.....	Mame Woodward	6768
.....	150	.....	.....	.....	.....	.....	.....	.....	Gertrude Gibbons	6769
.....	23	3,640	.....	150	.....	160	.....	.....	Jenne Radkey	6770
425	200	.....	.....	225	.....	225	.....	.....	C. J. Brewer	6771
.....	550	20,000	.....	.....	100	334	2,000	5,000	Gabrilla Ackley	6772
.....	100	.....	.....	250	.....	250	.....	.....	.....	6773
.....	.....	9,614	.....	.....	.....	.....	.....	.....	Elizabeth B. Wales	6774
.....	200	.....	.....	39	.....	139	.....	.....	E. E. Sheldn	6775
.....	.....	948	.....	.....	.....	.....	.....	.....	.....	6776
1,000	2,555	89,072	.....	4,000	3,000	9,768	75,000	56,000	Emily Turner	6777
.....	1,343	41,360	.....	1,360	.....	3,615	.....	.....	Ella G. Parmele	6778
300	60	.....	50	.....	.....	50	.....	.....	Elsie Morrison	6779

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating, ref- erence, both.	Volumes.	
1	2	3	4	5	6	7	8	9	
WISCONSIN—CON.									
6780	Phillips	Public School	1896	Sch	F.	T.	F.	B.	1,500
6781	Platteville	Normal School .....	.....	Sch	F.	T.	Fr.	B.	6,500
6782	Plymouth	Free Public Library .....	.....	Gen	R.	T.	F.	B.	1,413
6783	.....do.....	Mission House of the Re- formed Church.	1862	Theo	F.	C.	Fr.	R.	6,200
6784	Portage	Free Public Library	1901	Gen	F.	T.	F.	B.	3,995
6785	Poynette	High Sch. and Township Lib.	1875	Sch	F.	T.	F.	B.	1,000
6786	Prairie du Chien..	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,000
6787	.....do.....	Sacred Heart College	1898	Sch	F.	C.	Fr.	B.	15,000
6788	Prescott	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,200
6789	Racine	Junction Library	1881	Gen	O.	C.	Fr.	C.	1,625
6790	.....do.....	Public High School	1853	Sch	F.	T.	Fr.	B.	1,200
6791	.....do.....	Public Library	1896	Gen	R.	T.	F.	B.	9,738
6792	.....do.....	St. Catherine's Academy	1869	Gen	F.	C.	Fr.	R.	3,433
6793	.....do.....	Y. M. C. A.	1899	Y. M. F.	F.	C.	Fr.	R.	1,000
6794	Reidsburg	Public Library	1899	Gen	F.	T.	F.	B.	2,775
6795	Rhineland	Free Public Library	1898	Gen	F.	T.	F.	B.	2,189
6796	.....do.....	Public High School* .....	.....	Sch	F.	T.	F.	C.	1,500
6797	Rice Lake	Free Public Library	1897	Gen	O.	T.	F.	B.	2,278
6798	Richland Center.	Free Public Library	1896	Gen	R.	T.	F.	B.	1,625
6799	Ripon	Public Library .....	.....	Gen	F.	T.	F.	B.	3,330
6800	.....do.....	Ripon College .....	.....	Col	F.	C.	S. Fr.	B.	15,000
6801	River Falls	Public School .....	.....	Sch	F.	T.	F.	B.	1,250
6802	.....do.....	State Normal School	1874	Sch	F.	T.	F.	B.	10,430
6803	St. Francis	Catholic Normal School and Pio Nono College.	1871	Sch	F.	C.	Fr.	B.	4,097
6804	.....do.....	St. Francis Seminary	1869	Theo	F.	C.	S.	B.	12,500
6805	Sauk City	Public School .....	.....	Sch	F.	T.	Fr.	B.	1,240
6806	Scandinavia	Scandinavia Academy .....	.....	Sch	F.	C.	Fr.	B.	1,500
6807	Shawano	Public High School* .....	.....	Sch	F.	T.	F.	B.	1,000
6808	Sheboygan	Public High School	1880	Sch	F.	T.	F.	R.	8,146
6809	.....do.....	Public Library .....	.....	Gen	O.	T.	F.	C.	6,533
6810	Shell Lake	Public High School*	1880	Sch	O.	T.	F.	B.	1,500
6811	Shullsburg	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,000
6812	Sinsinawa	St. Clara Academy* .....	.....	Sch	F.	C.	S.	B.	3,000
6813	South Milwaukee.	Public High School .....	.....	Sch	F.	T.	F.	B.	1,000
6814	Sparta	Free Library	1850	Gen	O.	T.	F.	B.	4,300
6815	.....do.....	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,200
6816	Spring Green	Public High School .....	.....	Sch	F.	T.	Fr.	R.	1,000
6817	Stanley	Moon Memorial Library	1901	Gen	O.	T.	F.	B.	2,019
6818	Stevens Point	Public High School*	1883	Sch	F.	T.	F.	B.	1,315
6819	.....do.....	Public Library	1897	Gen	O.	T.	F.	B.	5,600
6820	.....do.....	State Normal School	1894	Sch	F.	T.	Fr.	B.	9,726
6821	Stoughton	Free Public Library	1901	Gen	F.	T.	F.	B.	1,683
6822	Sturgeon Bay	Public School	1878	Sch	F.	T.	Fr.	R.	1,607
6823	Superior	Public Library	1888	Gen	O.	T.	F.	B.	15,090
6824	.....do.....	State Normal School	1896	Sch	F.	T.	Fr.	B.	5,000
6825	Tomah	Free Public Library	1886	Gen	F.	T.	F.	C.	1,240
6826	Two Rivers	Joseph Mann Public Library.	1890	Gen	O.	T.	F.	B.	3,118
6827	.....do.....	Public High School .....	.....	Sch	F.	T.	F.	B.	1,338
6828	Viroqua	Public Library	1898	Gen	R.	T.	F.	B.	1,970
6829	Washburn	Congregational Church Parish Library.*	.....	Gen	F.	C.	F.	R.	1,200
6830	.....do.....	Public Library	1890	Gen	O.	T.	F.	B.	2,630
6831	.....do.....	Public School	1885	Sch	F.	T.	F.	B.	3,000
6832	.....do.....	Walker High School*	1890	Sch	F.	T.	F.	B.	1,000
6833	Watertown	Free Public Library	1903	Gen	R.	T.	F.	B.	2,707
6834	.....do.....	Northwestern University	1864	Col	F.	C.	Fr.	B.	6,115
6835	.....do.....	Public High School .....	.....	Sch	F.	T.	Fr.	B.	1,000
6836	.....do.....	Sacred Heart College	1880	Sch	F.	C.	S. Fr.	B.	3,000
6837	Waukesha	Carroll College .....	.....	Sch	F.	C.	Fr.	B.	1,200
6838	.....do.....	Free Public Library	1900	Gen	R.	T.	F.	B.	3,208
6839	.....do.....	Public School Library .....	.....	Sch	F.	T.	Fr.	B.	2,700
6840	.....do.....	State Industrial Sch. for Boys.	.....	Sch	F.	T.	Fr.	B.	1,225
6841	Waupaca	Free Public Library*	1900	Gen	R.	T.	F.	B.	1,000
6842do.....	Public High School	Sch	F.	T.	Fr.	B.	2,598
6843	Waupun	Hillyer Library	1858	Gen	F.	T.	F.	B.	7,600

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States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap- propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
1,000	300			\$125		\$125			B. W. Bridgman.....	6780
	281	11,727	\$661	32		225			Bee A. Gardner.....	6781
500					\$60	785			Mrs. E. C. Ames.....	6782
						60			J. W. Grosshuesch.....	6783
376	120	26,376		1,400	1,510	2,992			Mrs. W. G. Blough.....	6784
200	40								C. E. Lamb.....	6785
	110	5,000		115		115				6786
	800								Henry Lachurt.....	6787
	100	800	30			80			James Goldsworthy.....	6788
135	43	632				32		\$1,500	Ella S. Phelps.....	6789
	200			550		550			Grace R. Clinton.....	6790
657	1,131	45,984		5,000		5,189				6791
	100					75			A. W. Hopkins.....	6792
	4	9,703		400		420			Hattie C. Sweetland.....	6793
6	414	18,089	1,000			1,876			Mary A. Smith.....	6794
200	100		150			150				6795
				1,000		1,005	\$1,000		Mrs. James Robbins.....	6796
	248								Mrs. O. F. Black.....	6797
		11,430	1,026			1,077			Frances P. Scribner.....	6798
									O. J. Marston.....	6799
200										6800
1,000	456	13,087		1,479		1,479			Caroline E. Silliman.....	6801
	1,084	576							J. M. Kasei.....	6802
										6803
300									F. Schulze.....	6804
		300		85	40	125				6805
										6806
										6807
675				250		250			Hattie M. Heller.....	6808
	830	41,169		3,504		4,035			Bertha Marx.....	6809
	90	2,000	63			63				6810
										6811
				135		135				6812
300		16,889	1,200			1,200		15,000	Jennie Scotten.....	6813
										6814
100	30	300		25		25			Mary Bullock.....	6815
333	168	10,082		800		829			Martha E. Dunn.....	6816
										6817
	10	45,995	925			1,193		20,000	Mollie L. Catlin.....	6818
	845	25,965							Elizabeth F. Simpson.....	6819
	558	14,672	1,068			1,107			Hilda Bjoen.....	6820
195	165			122		122			C. G. Stangel.....	6821
	1,932	47,196		5,000		5,150		50,000	Grace O. Edwards.....	6822
900	250					1,450			H. L. Eatson.....	6823
	301	7,875		519	17	714			W. D. Voswinkel.....	6824
	115	15,018		750		945		4,000	Lizzie G. Baetz.....	6825
	92									6826
	232	8,290		814		814			Anna Turner.....	6827
										6828
										6829
	452	14,236	1,500			1,510		6,000	May M. Greenwood.....	6830
	200		200	100		300			D. E. Cameron.....	6831
	15									6832
16	1,438	12,275	1,500			6,500			Maud R. MacPherson.....	6833
560	1,039	1,300				350			Dr. F. H. Ott.....	6834
										6835
	500								J. J. O'Rourke.....	6836
										6837
1,000	533	15,915		1,000		1,016			Fannie L. Ellis.....	6838
	150			150		150			Lella J. Blakeslee.....	6839
		13,000							J. S. Raeseler.....	6840
		5,287		200		743				6841
										6842
3,000	360	18,003		500		532			Sarah P. Doney.....	6843

Public, society, and school libraries in the United

[Column 5: Building—O, owned; R, rented; F, furnished free. 6: Supported by—T, taxation; R, reference;

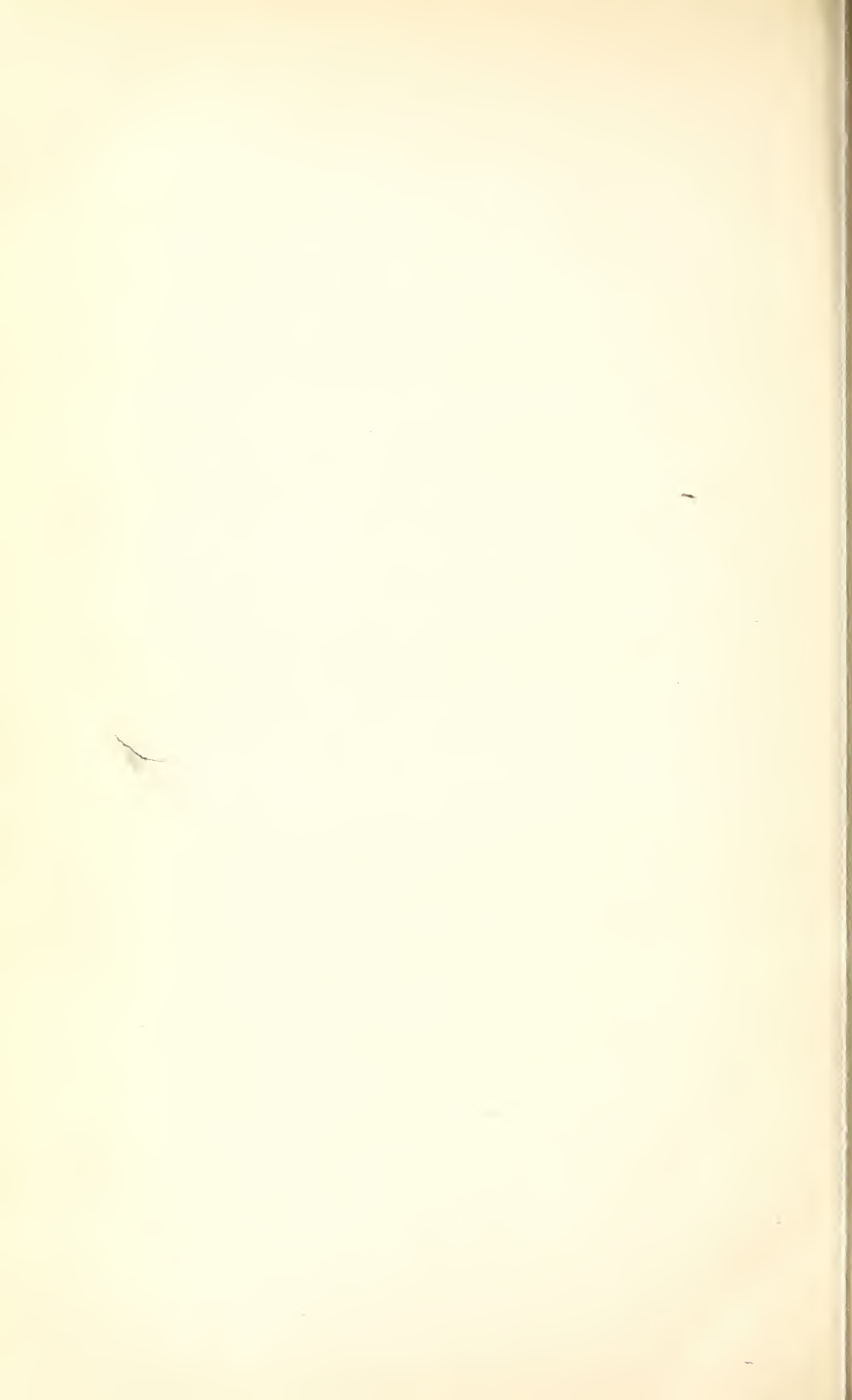
	Location.	Name of library.	Founded.	Class.	Building—	Supported by—	Free, subscrip- tion, or free for reference.	Circulating ref- erence, both.	Volumes.
	1	2	3	4	5	6	7	8	9
	WISCONSIN—CON.								
6844	Waupun	Public School		Sch...	F.	T.	Fr.	B.	1,416
6845	.....do.....	State Prison Library.....		Asy...	F.	T.	Fr.	B.	3,200
6846	Wausau	Free Public Library.....	1897	Gen...	R.	T.	F.	B.	3,834
6847	.....do.....	Marathon County Training School.		Sch...	F.	T.	Fr.	B.	1,200
6848	Wausaukee	Free Library	1902	Gen...	O.	C.	F.	B.	1,600
6849	Wauwatosa	Evangelical Lutheran Theo- logical Seminary.	1865	Theo...	F.	C.	F.	B.	3,000
6850	.....do.....	Harwood Public Library.....	1886	Gen...	O.	T.	F.	B.	4,225
6851	.....do.....	Public School		Sch...	F.	T.	Fr.	B.	1,400
6852	West De Pere.....	Public School		Sch...	F.	T.	F.	B.	1,492
6853	West Salem.....	Public High School		Sch...	F.	T.	F.	B.	1,300
6854	West Superior.....	State Normal School*.....	1896	Sch...	F.	T.	Fr.	B.	3,500
6855	Whitehall.....	Free Library	1889	Gen...	O.	T.	F.	B.	1,379
6856	Whitewater.....	Public Library	1899	Gen...	F.	T.	F.	B.	3,625
6857	.....do.....	Public School		Sch...	F.	T.	Fr.	B.	1,400
6858	.....do.....	State Normal School.....	1868	Sch...	F.	T.	Fr.	B.	7,900
6859	Winnebago	Northern Hospital for Insane*	1875	Asy...	F.	T.	Fr.	C.	2,270
6860	Wisconsin Vete- rans' Home.	Wisconsin Veterans' Home ..	1888	State...	F.	T.	Fr.	C.	1,307
	WYOMING.								
6861	Cheyenne.....	Carnegie Library.....	1880	Gen...	O.	T.	F.	B.	5,000
6862	.....do.....	Laramie County Public Lib.*.		Gen...	F.	T.	Fr.	B.	7,000
6863	.....do.....	Public High School		Sch...	F.	T.	Fr.	B.	1,005
6864	.....do.....	State Law Library*.....	1872	Law...	F.	T.	Fr.	R.	15,000
6865	Laramie	Albany Co. Free Public Lib....		Gen...	R.	T.	F.	B.	6,300
6866	.....do.....	University of Wyoming	1886	Col...	F.	T.	F.	B.	16,300
6867	Rawlins.....	Public School	1894	Sch...	F.	T.	F.	R.	1,000
6868	Saratoga	Ballard Public Library.....	1894	Gen...	O.	C.	F.	B.	1,710
6869	Sheridan.....	Library Association		Gen...	R.	T.	F.	B.	4,000

* Statistics of 1900.

States of 1,000 volumes and over in 1903—Continued.

C, corporation; D, donations. 7: F, free; S, subscription; Fr, free for reference. 8: C, circulating; B, both.]

Pamphlets.	Volumes added during year.	Books issued for home use.	Receipts from—			Total income.	Permanent endowment fund.	Value library building.	Name of librarian.	
			Taxation.	Public ap-propriation.	Productive funds.					
10	11	12	13	14	15	16	17	18	19	
400	104			\$96		\$96				6844
	800			500		500				6845
	400	17,516	\$600			676			Nellie Silverthorn.	6846
										6847
	50	960							Samuel Willshire	6848
	100					1,200			John Ph. Koehler.	6849
	200	7,326		900		900		\$3,000	Agnes B. Roddis	6850
	250									6851
100	200								Dora L. Penniston.	6852
500	200									6853
200	500					750				6854
	83	2,697		250		850		700	Clarence Van Tassel.	6855
	718	21,247	625			3,500			Ella A. Hamilton.	6856
				200		200				6857
700	452	24,985							Grace E. Salisbury	6858
	15	2,270								6859
400	90	1,517								6860
	700	17,000	3,000			3,000		50,000		6861
	200									6862
	50		48			48			H. E. Conard.	6863
										6864
		49,987							Ella M. Roach	6865
10,000	1,248	3,600		2,668		2,668			Grace R. Hebard	6866
50	150	1,160	100			100			B. R. Crandall	6867
600	260	800						2,000	J. C. Kennedy	6868
5,000	100			180		180			John W. Caywood	6869



CHAPTER XIX.

MANUAL, INDUSTRIAL, AND TECHNICAL EDUCATION IN THE UNITED STATES.

BY PROF. CALVIN M. WOODWARD,

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Washington University, St. Louis, Mo.*

[Several pages of this paper, with the permission of the editor, are taken from the same author's article on "Manual training" in the *Encyclopedia Americana*.]

MANUAL TRAINING.

This term, according to the best usage, signifies the systematic study of the theory and use of common tools, the nature of common materials, elementary and typical processes of construction, and the execution and reading of working drawings. The materials referred to are wood, metals, alloys, and plastic minerals; the drawing includes both free-hand and instrumental, with pen, pencil, and brush.

Some writers have endeavored to extend the meaning to cover every educational feature in which the hand is used and all materials which can be brought into the schoolroom. This servility to mere etymology is unnecessary and unwise. A definition always involves limits, and when all limits are removed there is no definition. The systematic study of tools, processes, and materials is the essential feature of manual training. Hence the incidental use of tools without system for some ulterior object is not manual training. There is, of course, a suggestion of manual training when the teacher shows a child how to handle a pitchfork; when a woodman teaches a novice how to swing an ax in cutting down a tree; when a foreman shows a green hand how to head a pin. Yet such cases are usually without system and continuity, and accordingly are excluded from the content of manual training. One does not give a boy manual training by turning him loose in a shop any more than he gives a literary education to a boy who can not read by locking him in a library. It follows that the manipulations of the kindergarten, the "busy work" of the primary grades on the one hand, and the science laboratory and the commercial workshop on the other, are beyond the pale of manual training.

The definition given at the beginning of this article had regard solely to the objective side. It did not state at all the effect upon the pupil, nor was the supreme purpose of manual training even hinted at. In point of fact, manual training proves to be a far better thing than was expected when the name was first used and when the first manual training school was opened, and the present purpose and object of manual training are stated so broadly and philosophically that the statement published for many years in the catalogue of the St. Louis Manual Training School seems very modest, to wit:

"1. To furnish a broader and more appropriate foundation for higher technical education.

"2. To serve as a developing school where pupils could discover their inborn

capacities and aptitudes, whether in the direction of literature, science, engineering, or the practical arts.

“3. To furnish to those who look forward to industrial life opportunity to become familiar with tools, materials, the methods of construction, and exact drawing, as well as with mathematics, elementary science, and ordinary English branches.”

Manual training is essentially a culture study. Its function is to develop the body by developing the brain and increasing its control over materials through the hand and eye. In early years the work of a child is qualitative rather than quantitative. Physiologists tell us that the areas of the brain develop gradually and unequally: that a normal child does not recognize accuracy, and that he is incapable of precision, either in ideas or deeds, until he is several grades along in school. Tool work should result in accuracy in thought and in deed, and hence should not be attempted before the sixth or seventh grade.

Dr. C. H. Henderson defines manual training as “quantitative handicraft.” He adds: “The brain grows by what it feeds upon. Given perfect health and a wealth of sense impression, especially a wealth of quantitative sense impression—that is to say, well-trained senses—and we have the physical basis for a full intellectual life. Without this large quantitative knowledge and developed brain we live in a world of illusion, a guess world of very imperfect rationality. To cultivate the hand and eye and ear, even the nose and the tongue, is to enlarge the material of thought and the tool of thought.”

In 1882, before the National Educational Association at Saratoga, the writer of this article defined manual training as “a new art of expression” in the concrete, as contrasted with verbal description and graphical representations. This view of manual training has been much elaborated of late, with the result that “expression” is by many persons regarded as the very essence of manual training. This result is unfortunate, since it confuses “expression” with the “art of expression.” The former is a product of manual training. The logical study of the “art” constitutes the sum and substance of the educational feature known as “manual training.”

It is impossible to take notice of all the vagaries into which enthusiastic teachers have been led by the notion that manual training is but the natural expression of what is already in the mind of the pupil, but the reader should reflect that there is a science of education, actual or potential, and that the very essence of a science is logical systematic management. All arithmetical operations depend upon the “fundamental rules;” the processes of algebra consist of repeated applications of the four fundamental processes; the scientific study of a language begins with declensions and conjugations; so tool work, drawing, needlework, cooking, etc., begin with fundamental processes with typical appliances upon typical materials. The articles constructed, the figures drawn, the garment sewed, or the dishes cooked are incidental, like blackboard work in long division or algebraic subtraction or manuscript Latin prose; and like them they are valuable because they involve effort and result in mastery and power. The real end and aim of all education, whether “manual” or “spiritual,” is the developed, strengthened, disciplined executive person, regardless of the fate of the exercises or products which were the means of his development.

Originally, when manual training first took definite form in school education, it was generally assumed that it was intended to supersede the old form of trade apprenticeship, and not a few people defended and supported it on this ground. Because a boy learned how to use tools, how to keep them in order, and how to treat the common materials of construction, it was claimed that he was learning a trade or several trades, and so the manual training school was regarded as a trade school.

In spite of the fact that this assumption and this claim were both wrong, the

practical value of the boy's knowledge of tools and skill in their use was for some years regarded as the chief evidence of the value of manual training.

In all ages men have recognized the value of skill in the use of tools and the processes of construction. The mythical Vulcan, the Jewish Tubal Cain, the Greek Dædalus, Archimedes of Syracuse, the Miltonian Memnon are familiar examples. The greatest invention of the ages has been the generation, transmission, and utilization of mechanical power, and along with it has come the invention and use of tools. Rousseau advocated systematic instruction and practice in the details of a trade or occupation, and Carlyle, in words now familiar to us all, declared that man was a tool-using animal; that without tools he was nothing; with tools, he was all. In every land men advocated the learning of a trade for a livelihood or for culture. Witness Peter the Great of Russia, the King of Prussia, and the New England seer, Emerson; but in all cases it was taken for granted that the only avenue to mechanical skill and culture lay through an apprenticeship to a builder or manufacturer. Schools were for the study and mastery of books. The arts of the schoolroom were for masters and freemen; hence they were noble and were called the liberal arts. The arts of the mechanic were for serving men, and were acquired only by intimate association with mechanics; so the practical arts were held to be degrading because requiring a base companionship.

The invention of machinery and the use of costly machine tools so far modified and limited apprenticeship as almost to ruin it. Trade schools sprang up all over Europe, and native American skilled mechanics ceased to exist. Numerous "manual-labor" or "half-time" schools came into being in America, but they involved no forward step, for the manual elements were unsystematic and unprogressive, since the purpose of the labor was to earn a living while gaining literary culture. Engineering schools in Germany, England, and America introduced some features of "shop work," with skilled mechanics engaged upon commercial work as foremen. Next arose a widespread demand for an opportunity for American boys to acquire the arts of the mechanic and at the same time avoid the narrowing, unscholarly atmosphere of the trade school. It was then that it was first proposed to put the whole boy to school (this maxim was first used in an after-dinner address at a complimentary banquet given the writer in Boston in 1885, "I state my educational theory in six words—put the whole boy to school"); to combine manual with mental training; to put the liberal arts and the mechanic arts into the same curriculum; to deal simultaneously with material forces and appliances and with spiritual forces and appliances.

This consummation was helped on in a signal manner by an exhibit at the Centennial Exposition at Philadelphia in 1876. In the educational exhibit of the Imperial School of Moscow, there was a full presentation of the method of tool instruction, devised by Victor Della-Vos in 1868. Della-Vos gave three years to tool instruction and then three more to actual construction with engineering students. His systematic analysis of tools and processes offered a practicable basis for such work in the programme of secondary schools. Prof. John D. Runkle, of the Massachusetts Institute of Technology, performed a great service to education by publishing a report upon the Russian exhibit, by emphasizing the difference between "instruction" and "construction," and by insisting upon the former as the special province of the school. Instruction shops for students of college grade were opened in Boston and in St. Louis in 1877. The St. Louis Manual Training School was established June 6, 1879, and opened in September, 1880, as a school of secondary grade. This was the first of its kind and soon attracted wide attention from educators both at home and abroad. The Baltimore Manual Training School opened in 1883, the Chicago Manual Training School in 1884, the Toledo School the same year, the Central Manual Training School of Philadelphia in 1885, and then the movement became general all along the line. All these schools were of high

school grade, and there was a close resemblance in curricula, equipments, and methods of instruction.

All this progress was made not without criticism and some opposition. It was asserted that tools and shops would lower the educational tone, degrade the high purpose of the school, and introduce confusion into its orderly conduct. It was claimed by eminent educators that the time spent in manual training would be an intellectual loss; that the graduates would become "a degraded mass of operatives;" that the school was undertaking work which did not belong to it, etc. There is now abundant evidence that all these fears were groundless and that all the evil predictions were false. Better still, systematic and thorough manual training was found to have intellectual and moral value far exceeding all expectations. Great as is the economic and industrial value, the effect upon the mind and the heart is of far greater value.

A recent vigorous writer, Mr. James P. Munroe, of Boston, looking at the reflex action of manual training upon the pupil, maintains that when "rightly conceived and carried on, it promotes coordination, it develops creativeness, it broadens culture, it strengthens character." At the same time he does not hesitate to claim what many seem half ashamed to admit, viz, its vast economic value in every industrial and constructive community.

Manual training, appealing to eye and hand, establishes a coordination between the sensory and the motor parts of the brain, which is a most important step in the thorough organization of the brain. This proper knitting together of different centers, this opening of paths of association between the sensory and central portions of the brain on the one hand and the executive portions on the other, is most vital to its health and efficiency. It makes for perfect sanity and mental health, for well-balanced adjustment of life to environment, for good judgment, for self-control, and for firmness and poise of character. Much of our present school work divorces knowing from doing, and often exaggerates the relative value of the former as compared with that of the latter.—*Thomas M. Balliet.*

Nevertheless, criticisms and objections occasionally appear, some of which are extremely amusing. One opponent says, for example: "I am opposed to teaching boys how to be sticks in all cases of emergency. You put a lad into a palatial shop and teach him how to be helpless all the rest of his life because he hasn't the tools handy." On the other hand, listen to Prof. William James, of Harvard University:

The most colossal improvement which recent years have seen in secondary education lies in the introduction of the manual-training schools, not because they will give us a people more handy and practical for domestic life and better skilled in trades, but because they will give us citizens with an entirely different intellectual fiber. Laboratory work and shop work engender a habit of observation, a knowledge of the difference between accuracy and vagueness, and an insight into nature's complexity and into the inadequacy of all verbal accounts of real phenomena, which once wrought into the mind remain there as lifelong possessions. They confer precision, they give honesty, they beget a habit of self-reliance, they occupy the pupil in a way most congruous with the spontaneous interests of his age. They absorb him, and leave impressions durable and profound. Compared with the youth taught by these methods, one brought up exclusively by books carries through life a certain remoteness from reality; he stands, as it were, out of the pale, and feels that he stands so, and often suffers a kind of melancholy from which he might have been rescued by a more real education.

In Germany, where educational manual training was first introduced in 1886, there was violent opposition, partly because it was thought to be purely industrial, and partly on the general ground that manual training had not a single valid claim to entrance into the school programme. For arguments pro and con the reader is referred to the Reports of the United States Commissioner of Education and those of the National Educational Association for the years 1883-1894 inclusive. Active opposition practically ceased in 1890.

At the present time (1904) there is in nearly every large city one or more manual training high schools, where manual training is required of every boy, and

there are hundreds of secondary schools in which more or less manual training is available as an optional study. The European plan of making it a pure "extra" to be taken after hours is in little favor in the United States.

No sooner was manual training shown to be a valuable educational feature in secondary schools than numerous efforts were made to introduce it into grammar schools in an elementary form. Hundreds of experiments have been tried with carefully selected lessons in wood, with hand tools only. In this study of tools and methods the Swedish *sloyd* (so called) has served a very useful purpose in the way of suggestions. It is true the wooden spoons and ladles of Sweden have disappeared, and careful drawing as a preliminary to tool work has come into being, but the value of presenting a "motive" to a young child quickly became evident. An older pupil appreciates the theory of a tool and is at once interested in its peculiar construction, its range of service, and the correct ways of using it, just as an older boy is interested in the study of a rifle and in shooting at a mark, knowing that men use rifles for shooting at game, burglars, and public enemies. Children of from 10 to 14 years of age are always anxious "to make something," though generally quite unable to do so in a fruitful manner. They are incapable of good workmanship and impatient under criticism of matters to which they have given little or no thought. They are interested in finished objects, not in the sequence of steps, not in accurate measurements, close fits, and the use of the right tools in the right ways. Hence the greatest care is necessary in elementary grades that the exercises are simple, involving few elements, and that they are capable of analysis into steps which the child can fairly appreciate. Above all, he must learn when and how to use each particular tool.

In England manual training is more often called technical education, and it is more often than not associated with trades, and even this in a majority of cases is given in evening schools. There is as yet in Great Britain no general conviction that manual training is essential to intellectual development and that its moral influence is wholesome and strong. Accordingly it is planned for working people chiefly. Undoubtedly the educational value of tool work of the most elementary character as developed by Doctor Solomon, of Sweden, has had great influence in England, but manual training of a severer and more intellectual sort owes its establishment largely to Sir Philip Magnus, of London, Sir William Mather, of Manchester, and Professor Ripper, of Sheffield. Sir William has not only encouraged its introduction into Manchester schools, but has built and equipped a "department of manual training and technical instruction" in Gordon College, Khartoum, in Sudan, for the benefit of Sudanese boys.

There is an abundance of elementary manual training in France, particularly in Paris, but no sooner is the boy old enough and strong enough to learn a trade than he is put at trade work. The French are convinced, as indeed are all nations, that the principles and details of a trade, like the fundamental principles of a profession, may be most successfully taught in a special school connected with a commercial or manufacturing establishment. Hence all the fine specimens of metal work exhibited by French educational institutions are the work of special or trade schools.

Educational tool work is found in all lands—Australia, Japan, China, India, South America, the islands of the Pacific and Indian oceans, and the West Indies.

METHODS OF TOOL INSTRUCTION.

Methods vary greatly not only with pupils of different grades, where variation is necessary, but with different teachers in the same grades. While children of 12 years can be taught to care for and properly use some edge tools, instruction in regard to the theory of machine tools, the laws of heat and friction, and the theories of strength and stiffness are beyond them. In the hands of an expert every good hand tool has abundant theory and elegant uses. These should be carefully

taught and illustrated. A manual training school is a place where the care and use of tools, details of processes, nature of materials, and the essential forms of construction are systematically explained and taught. No school omitting such systematic work is worthy of the name. Manual training, like instrumental music, is something to be taught, something to be studied and learned.

The notion is too prevalent that the pupil must be left to find out by himself, without the aid of the teacher, how tools are to be used and how the parts of a construction are to be joined. One writer says: "The pupil makes what he wants to make, and what he does not want to make is left unmade. He usually decides without help from the teacher. He is at liberty to go ahead and work out his own ideas rather than those imposed by the teacher." I regard such talk as unscientific and mischievous. The trouble is that the novice, whether pupil or teacher, has no mechanical ideas worthy of serious consideration. The mechanic arts, like other arts which have been slowly developed by study and research, should first be taught in all their fullness by one who has analyzed them into fundamental principles and processes and who is an expert in teaching them. Both research and manufacture may properly supplement the course in a mechanical laboratory.

Moreover, for the sake of clearness and fullness, the class method of instruction should be used. Assuming a well-graded class—and the assumption is as reasonable in manual training as in any other study—the exposition and demonstration are far more logical and thorough when given to the class as a whole than when given in fragments and gestures to individuals. I have carefully studied both methods. My conclusion is that the place for individual instruction is in supplementing class instruction for the benefit of special pupils. The class method means progress as a class, as is generally the case in academic branches.

If one would compare the two methods, let him try to teach 24 pupils in arithmetic simultaneously, one studying long division, one decimals, one square root, one bank discount, one partial payments, and so on, over the whole field. The result is poor teaching and little progress. It is worse in tool work than in book work, for a good book is a good teacher if one can read understandingly. In tool work, where so much depends on form and order, a book is less helpful.

Long experience justifies the class method. Let the pupils be comfortably seated about the teacher, who should be equipped with a standard set of appliances. Every pupil should be able to see, hear, and make notes or sketches. The statement of principles and theories and practical demonstration should rarely occupy one-fourth of the laboratory period. The style and workmanship of the teacher should be as nearly perfect as possible. His hand work should always be accessible for inspection and model. He should never begin work for his pupils to finish or finish work they have begun. Be it ever remembered that not the finished exercise but the doing of it is the main thing.

The course of study in a particular laboratory should always be logical, never difficult, and more or less original every year. Like a flight of steps on a steep incline, the lessons should be suited to the pupils without useless repetitions and without needless complications. The meaning and purpose of every lesson should be clear, and at its end the sense of mastery should reward every pupil.

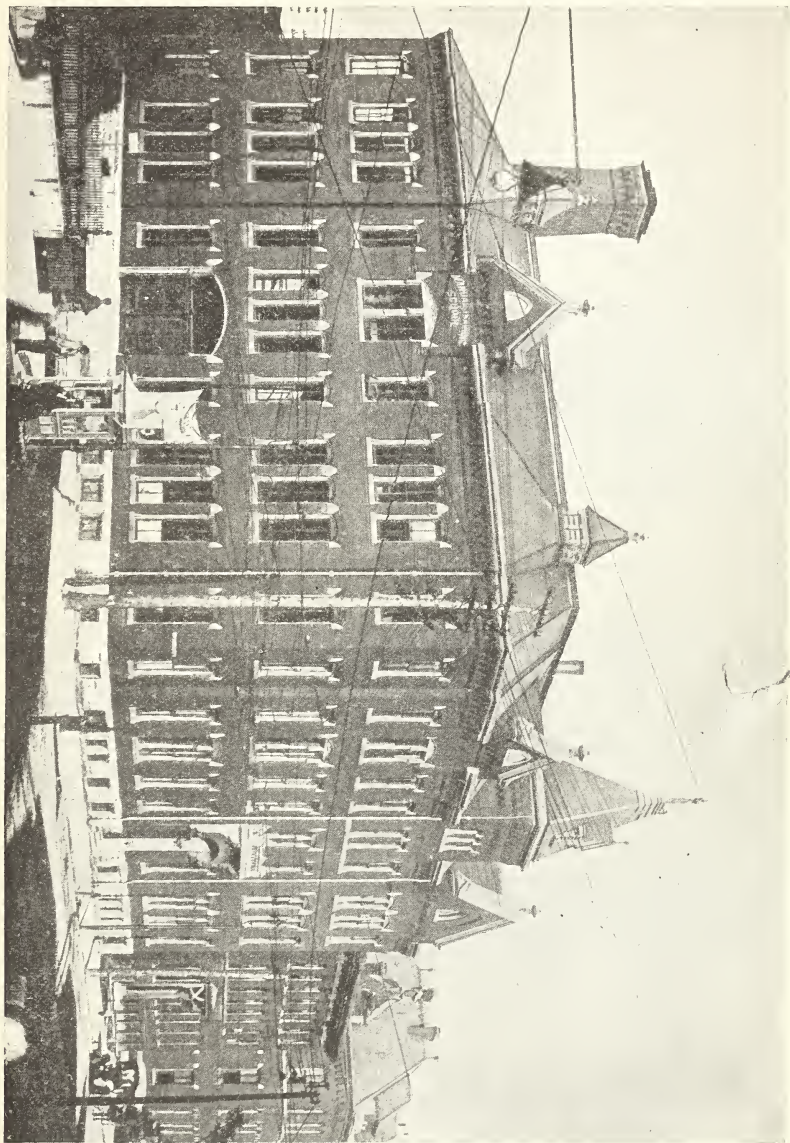
Synthetic exercises should follow the elements at intervals, more frequently with young pupils than with older. Such combinations stimulate zeal and show the logic of the course. A finer construction may end the course in each laboratory, but its educational value must not be overestimated.

PROGRAMME.

Seventh and eighth grade pupils may have one lesson a week in elementary work not exceeding two hours in length. The ninth, tenth, and eleventh grades may have three lessons per week in tool work and two in the rudiments of draw-

ing and lettering, each lesson covering two school periods. The twelfth grade may extend the length of a lesson over three periods in the machine-tool laboratory, but have fewer lessons per week.

The length of the lesson should depend upon the capacity of the pupils to give



The Pioneer Manual Training School in St. Louis. Erected 1879.

close attention to the work in hand. When attention fails, education stops. With the younger classes the full length of the lesson should not be given to one kind of occupation. For instance, let the plan be: A few minutes to general criticism of last exercise, a few to exposition and demonstration, a few to making

or reading the working drawing, the remainder to steady work on the "regular" or an "extra" exercise. The element of comparison and criticism by both pupil and teacher should never be neglected. The standard should ever be perfection.

TEACHER OF TOOL WORK.

The proper functions of the shop teacher are little understood. He is not a historical character. Literature is not full of him; his sayings and doings are not on record; he is the latest product of evolution. Doubtless many have pictured him, in imagination, as a brawny fellow, with immense brown hands, with deft ways, an unerring eye, a fund of anecdote abounding in ungrammatical figures drawn from the shop, and cherishing undying admiration and reverence for the man he served under while learning his trade. One fancies him more fluent in directions than in reasons; therefore, more ready to take one's tool and do one's exercise himself than to patiently explain and illustrate the method till his pupil can do it.

But that is an error. The picture is that of the experienced mechanic, not of the accomplished teacher. This new type of teacher is not a common article as yet. It is still a curiosity, and visitors to a school fortunate enough to have one spend most of their time watching him and his work. Let me give an account of him and present his picture.

This man has never served his time—that is, he has not spent from three to seven years earning his living while learning the mechanical processes and the business management of a single trade. His knowledge of applied mechanics differs from that of the ordinary workman as the mathematical training of a senior wrangler differs from the art of a lightning calculator. Under a variety of expert teachers he has mastered the principles and become familiar with many crafts. He has studied a wide range of tools and materials and is equally at home at every bench.

But he is much more than a master mechanic; he is a draftsman, almost an artist, ready to sketch an engine or a pump, to find the shade and shadow of a Greek vase, or to give a "chalk talk" before his class. Then, he is somewhat of a scientist, and he sees how truly the principles of the lever and inclined plane underlie all mechanical operations; he has experimented upon the effects of heat on metals and has studied the dynamics of elastic fluids. He is able to classify the phenomena of the shop and can show how different the ideal problems of the text-book are from the real problems of industry.

Moreover, he is gifted with speech and has an accurate knowledge of technical terms. He never says, "I know, but I can not express it," for he can express it, either in words, by drawings, or in the concrete—that is, provided the thought is clear. If the thought is not clear, he knows that there can be no clear expression of it. He is sufficiently a psychologist to know how to work out a clear thought when one is within his reach.

He has no great reputation for superior workmanship; probably he has never invented a valve motion nor a motor, nor is he the author of a text-book on any subject; but he has a level head, a clear voice, a steady hand, a confident look, and a reassuring smile. He is a rare man, and he has been rarely trained. So much for the man; now, how does he teach and manage his class?

In the first place, he believes it is his chief function to teach. His pupils are not to be left to find out for themselves how the various tools are to be used, how they are to be kept in order, and how certain processes are to be analyzed. He would no more leave them to thus teach themselves than he would give them pen, ink, and paper and leave them to learn penmanship by themselves, or than he would give an ignorant sailor a sextant and leave him to find out how to determine a ship's latitude and longitude by constantly trying. Tools are not what they are through accident or caprice; they are the product of ages of thought and experience, and there are right ways of using them. There is teachable art in hand-

ling the chisel, the gauge, and the file, as there is in using a table fork, a tennis racket, a drawing pen, a violin, and a crayon.



First-year woodworking laboratory—McKinley High School, St. Louis, Mo.—“The Demonstration.”

Moreover, as he has a score or more pupils to teach, he teaches them as a class, and not individually. This enables him to make his instruction much more sys-



First-year woodworking laboratory—McKinley High School, St. Louis, Mo.—“The Application.”

tematic and full, and it leaves him time to observe whether his instructions are followed. The class lecture is, therefore, almost a daily feature in his shop. It may occupy fifteen minutes or only ten, but while it lasts it must absorb the

attention of every pupil. During his demonstration his room must be noiseless, and he must have at hand tools, materials, drawings, and blackboards. It is not a lecture properly so called, for as a rule he does not read to his class; he talks, explains, and illustrates. He suits the action to the word and the word to the action. This is an important point, for, like every other teacher in the school, he is a language teacher. When the need of a new word is clearly seen he gives it to his pupils, writes it before them, and henceforth it is a part of their vocabulary. He knows just where the class stands, how much and how little they know of the work in hand, and he discreetly leads them on a step at a time, and a step that they never need retrace. He teaches the theory of every tool, and how it is to be put in order and kept so; he shows just how it is to be used and when; he analyses a complicated operation into a series of simple steps, and points out the logic of this arrangement; he warns his pupils of peculiar difficulties and dangers; he leads them to see that drawings may represent not only the details of form, but the order of construction. Gradually he helps them to build up a habit of careful analysis and a love for system, precision, and plan.

When his class instruction is over—and he is careful not to confuse and mislead by telling too much; he never tells all he knows—the pupils go to their separate places and reduce to genuine practice what to them is still only theory. The work of the class is as uniform as that of a class in algebra engaged on the mastery of the same processes and on the solution of the same problems, or in chemistry, when the pupils are performing the same series of experiments. A glance is sufficient to enable our teacher to detect a wrong tool or a false step, and he supplements his general instructions by such individual directions and explanations as may be necessary. He thus economizes time, and no pupil "waits for him to come round." All have been taught; all have had opportunity for the same personal experience. If a pupil is inattentive or dull, he patiently repeats what he has already said and done or sends the dullard to a brighter pupil for direction and light, but he would no more take one's tools and do his work for him, as the ordinary mechanic is generally apt to do, having an eye more to the finished exercise than to the development of the child, than the teacher of English would write his pupil's composition for him or the teacher of penmanship would fill out his pupil's copy book or the teacher of drawing would finish his pupil's sketches. Success lies not in having certain things done, but in getting one's pupils to do them as well as they can.

When our teacher has examined and graded the pupil's work he does not throw a poor piece into the waste box, but he shows the pupil the manifest defects of his workmanship, carefully preserves the specimen, no matter how poor, and encourages the pupil to replace it by a better one, made during such spare time as he may secure by getting other work in before "time is up." This encourages and rewards care and attention to business. There is no waste time in his shop. The rapid workers who have no need to repeat their exercises are always furnished with "extras" (corollaries to the main proposition), which fill their time, tax their ingenuity, and fire their ambition.

The discipline of the shop is such as promotes industry and fidelity. The standard of behavior is not that of the recitation room; it is rather like that of the chemical laboratory. Necessary communication is allowed, but all trifling and distractions are strictly prohibited.

While in the shop our teacher dresses as he expects his pupils to dress, appropriately. He sets no bad example; his language is correct and pure; his manners are those of a gentleman. The atmosphere of his shop is that of a science laboratory. His pupils soon become zealous and enthusiastic; there is no sense of drudgery, and no sordid motive impels to work. The pupils are as innocent of definite plans for utilizing the knowledge and skill they are acquiring (beyond

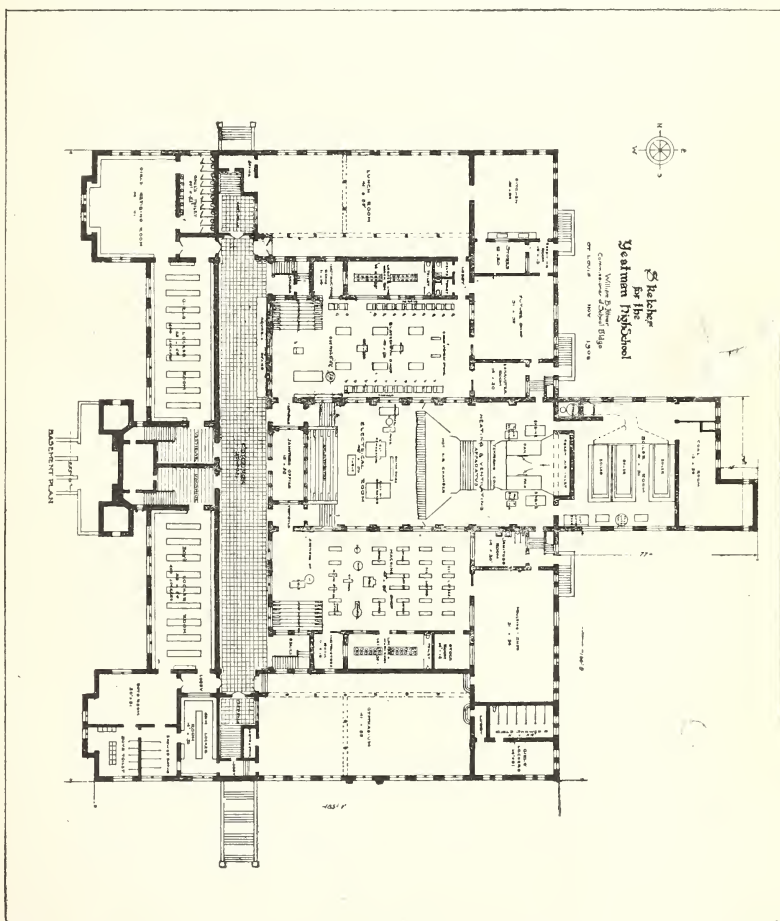
the making of a toy, a present for a friend, or a convenience for one's home) as they are in their arithmetic and history. The consciousness of growing power, both mental and manual, gives a satisfaction which throws a charm over every department of school work.

As a mere matter of convenience I have spoken of the teacher as a man. With equal propriety when dealing with elementary manual training, and even with the lighter forms of bench work in wood, I might have thought and spoken of the teacher as a woman. I have seen young women who understood the theory of manual training; who knew how and what to teach; who could make and read projection drawings, and who used tools with great skill, producing results of rare beauty and accuracy. For sloyd work and the rudiments of mechanical drawing I heartily commend such women as teachers of both drawing and tool work.

SIZE AND EQUIPMENT OF LABORATORIES

Full details would carry me beyond the limits of this article. Every laboratory should have from 40 to 60 square feet of floor space per pupil, the floor should be

Basement plan, Yeatman High School, St. Louis, Mo.



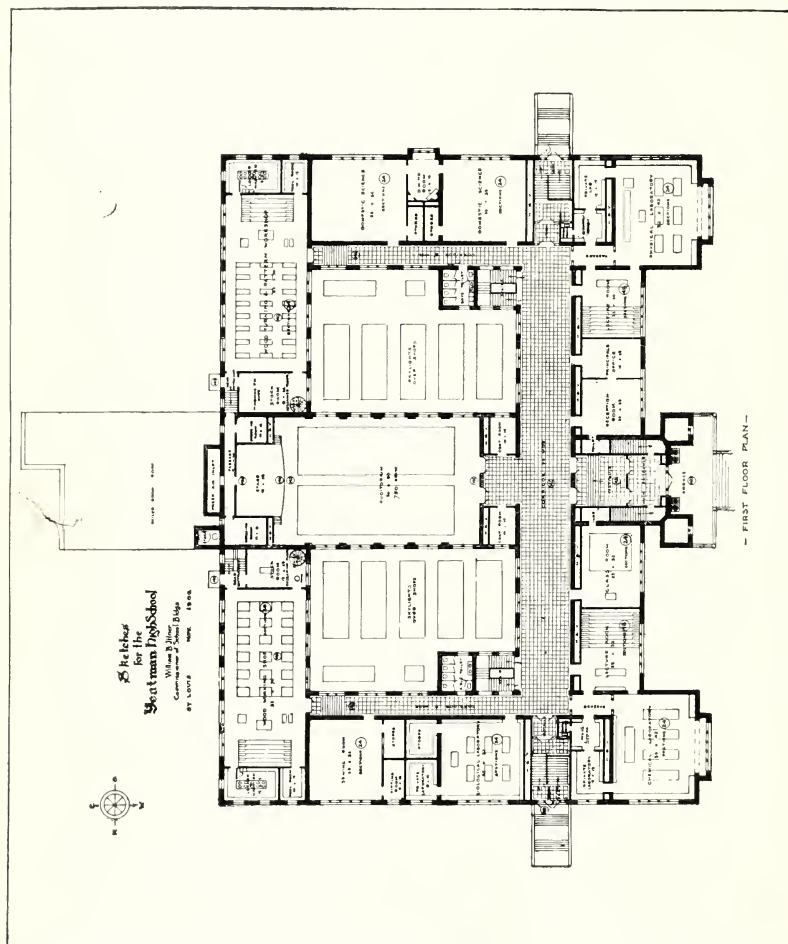
dry and warm, the room should be well lighted and ventilated, all moving machinery should be driven by an electric motor under the immediate control of the

teacher in charge, and immediately adjoining should be a storeroom and a suitable laboratory.

The mechanic arts equipment of a secondary school with 300 boys should contain a series of at least five working laboratories, viz:

- I. For bench work in joinery and carving and inlaying wood.
- II. For wood turning and pattern work.
- III. For modeling, molding, and casting.
- IV. For forging, brazing, and soldering.
- V. For metal work with bench and machine tools.

The second and third laboratories named above should be grouped as one suit.



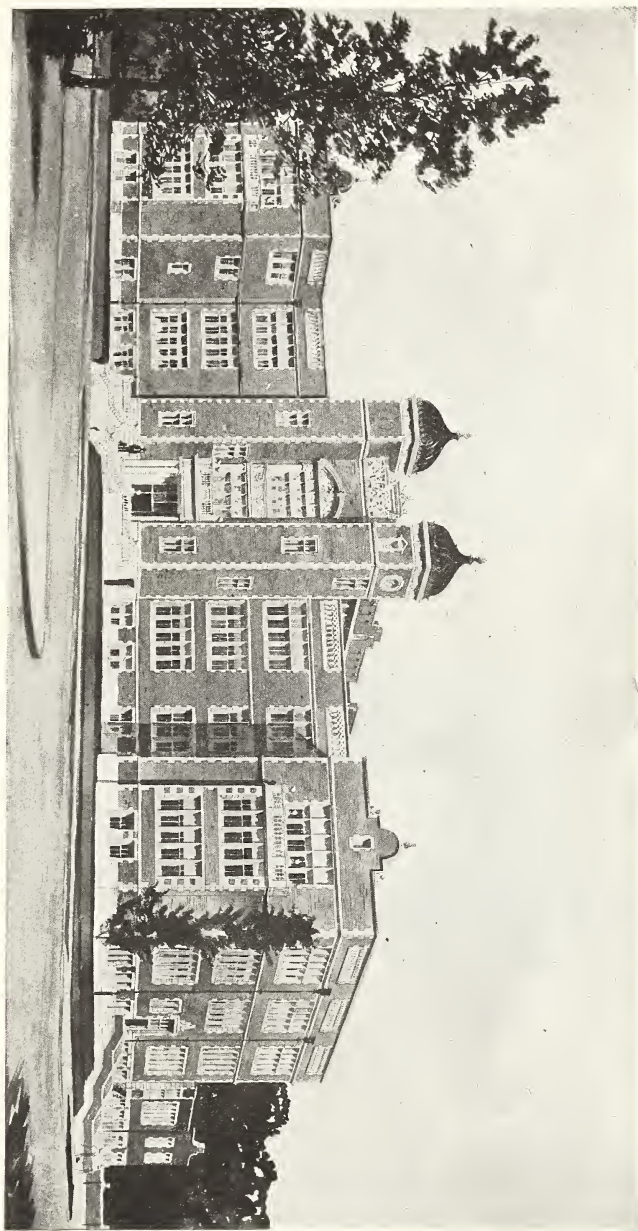
First-floor plan, Yeatman High School, St. Louis, Mo.

with one laboratory and storeroom. This combination is for the tenth grade, or second-year pupils in a high school.

Among engineering students (who are three or four years older than those I am now writing for) one finds heavy wood-working machines, foundry cupolas, steam hammers, gear cutters, and 18-inch lathes. Such appliances are out of place in secondary schools.

It may be well to point out the difference between a mechanic-arts laboratory and the ordinary commercial shop. They differ in equipment, in the character

and functions of the skilled men in charge, in the method of management, and in the character of the product.



Yeatman High School, St. Louis, Mo.

1. In the commercial shop there is a great variety of tools and machines. In the laboratory there is a large degree of uniformity.
2. In the commercial shop the men in charge are skilled workmen, but not

teachers. They are there to fill orders and to execute work as mechanics. In the mechanic-arts laboratory the sole function of the skilled people in charge is to teach.

3. In a commercial shop every man is kept at work at what he can do best, and everything contributes to the production of articles for the market. In a mechanic-arts laboratory, when a boy or a class has learned a process or mastered a material, work ceases in that direction and something else is learned. The only product of a school laboratory of any great importance is the boy himself, and everything which does not contribute to his training and culture is excluded.

From the above it is clearly evident that the more a manual training school is made into a factory the less it is a school.

It goes without saying that manual training is but one feature of a secondary school. It occupies but two of the six periods on the school programme, and does not require home study. When such study is counted and added to the time given to mathematics, science, language, and literature, it is evident that manual training occupies, in a well-organized school, not more than one-fourth of the time and intellectual energy of the faithful pupil.

DRAWING.

The rudiments of freehand and mechanical drawing should go hand in hand through the course, covering lettering, orthographic, cabinet, isometric, and perspective projections; intersections, developments, tinting, line and brush shading; shadows; the details of machine and building construction; ornament, ancient and modern; tracing, blueprinting, pen sketching, with some use of water colors. Such are the elements to be combined in proper proportion.

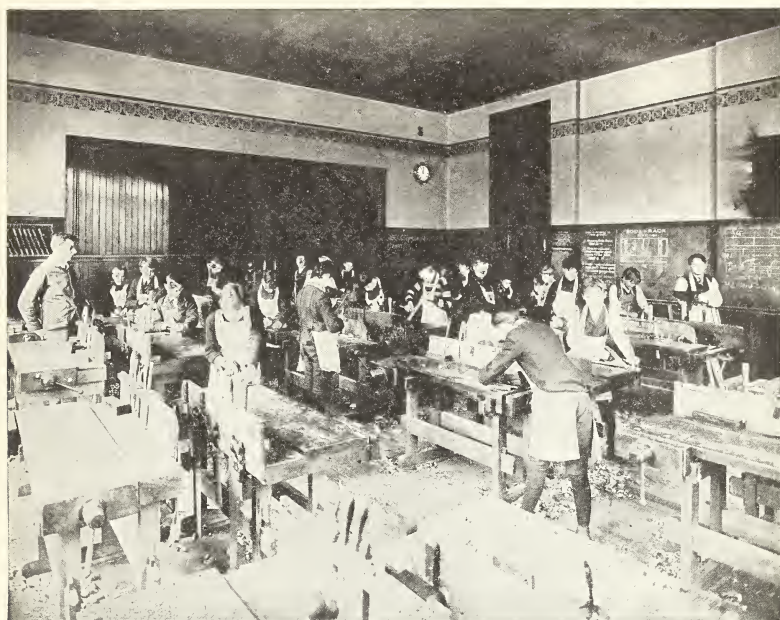
DOMESTIC SCIENCE.

Domestic science and art for the girls is the counterpart of manual training. It may properly include some light woodwork, and nearly all the drawing already laid down, and, in addition, art study and practice, house decoration, needle and sewing-machine work, garment cutting and fitting, cooking and household economics.

INDUSTRIAL TRAINING.

Under the cover and name of manual training more or less industrial work has been introduced into schools of different grades. Basket making, with woods and with grasses; bookbinding, with special emphasis upon the use of colors, leather, gilt, etc.; hat making; blanket weaving; gardening, etc. Among the Indians we have been pleased to note the general introduction of industries suited to particular localities. Among white children such occupations have much of educational value for young children, but they are liable to be ends rather than the means, in intellectual and moral growth; they aim rather at ideas of luxury than at household thrift and economy. Such things should be called "elementary manual training," or they should be called what they really are—"industries," or "arts" and "crafts."

Industrial training properly so called is lacking in definite characteristics; it becomes trade training when boys are placed in commercial shops and put upon productive work for full days or half days at a time. There are still many people who hold that a boy can learn nothing useful in the rudiments of a mechanical trade except in the old way, spending years in a commercial shop. The owner and manager of a series of machine shops once told me I was doing a great deal of harm in my way of teaching the uses of tools. Thinking I could possibly have no motive but that of making mechanics, he said: "The only way to make a mechanic is to put him in a shop ten hours a day and let him get used to dirt and drudgery and hard work." He refused to visit my school after it was in successful operation.



Section of seventh-grade boys at their weekly exercise—Columbia School, St. Louis, Mo.



Section of eighth-grade girls at their weekly exercise—Columbia School, St. Louis, Mo.

Manual labor is not manual training, be the labor in a shop, on a farm, in a garden, in a kitchen, or in a brickyard. A half-time school may be a good device for earning one's bread while getting the rudiments of an education, but it is not manual training. Gymnastics and physical exercise in general appeal almost exclusively to the fundamental muscles and their brain centers and rarely to the accessories. Nothing short of manual training will reach effectively the important brain cells governing the fine motor adjustments of the muscles of the hand.

It is a matter of no little moment to decide on scientific grounds what kinds of manual work are educational and what kinds are not; in short, what kinds of manual exercises are to be introduced into a manual training school. Large groups of muscles are more easily contracted than small groups, and the fundamental muscles are more easily contracted and coordinated than the accessories. A boy ought to write only with the muscles of his arm and hand, but in his first attempts he contracts muscles all over his body, and twists out of shape even many of the muscles of his face. It requires less skill to grasp the handle of an ax, using all the muscles of the hand and arm, and chop wood, than to seize a penholder by means of two fingers and the thumb and perform the act of writing. What we commonly call "unskilled labor" involves large groups of muscles, and mainly the fundamental muscles with their coarser adjustments, while "skilled labor" involves small groups, and in the main the accessory muscles with their finer adjustments. Unskilled labor, therefore, develops but few and crude motor ideas; skilled labor on the other hand develops accurate motor sensations and ideas and fine coordinations of muscular movement. The latter alone is educational. Indeed, the heaviest kind of manual labor dulls the motor sensations and makes men stolid. Human beings are not educated by being made beasts of burden.

This, again, enables us to determine what kinds of tools are to be used in a manual training school. The ax, the crowbar, and the pickaxe have no place in such a school; they appeal to large groups of muscles and require but crude motor coordinations. On the contrary, the jackknife, the chisel, the saw, the hammer, the jackplane, and the lathe appeal to small groups of muscles and require accurate motor ideas and delicate muscular coordinations.—*Superintendent Balliet*.

Strictly pedagogical methods should be employed in teaching a trade or an industry, with great economy of time and a great gain in efficiency. In a modern trade school (of which we have very few examples in the United States) the instruction is given fully and logically by experts, and all that is done by pupil or teacher is for educational rather than commercial ends. Consequently the shops of a well-equipped manual training school are well arranged for teaching trades were such desired. The admirable work done in Pratt Institute, of Brooklyn, with evening classes, well illustrates this point. It should, however, be borne in mind that the pupils of the evening classes are men, not boys, and that they are wage-earners during the day.

An interesting experiment in the direction of trade teaching along pedagogical lines and in connection with the public schools has been tried in Springfield, Mass., under the supervision of Supt. Thomas M. Balliet. I quote substantially his words. He first states very clearly the three functions of the manual training high school by day, viz: (1) To provide a general course in manual training for purely educational purposes; (2) to serve as a fitting school for higher technical schools; (3) to give technical instruction of high school grade to those aiming at positions as foremen, superintendents, and practical men who come between mechanics and engineers. Then he adds:

These should be the function of the day high school. But these schools may serve another purpose by ministering to the needs of an entirely different class of students from those of the day school. Its expensive shop equipments may be used for the purpose of giving instruction in trades to men employed during the day either as apprentices or as journeymen. These equipments, which would otherwise lie idle after the session of the day school closes, make it possible to

organize, at comparatively small expense, evening trade schools for the broader training of men already at work at their trade.

In October, 1899, when the equipment of the shops had become measurably complete, an evening trade school was organized, which has been continued every year since from October to March. The school is in session six evenings a week, from 7.15 to 10 o'clock, each class meeting two or three times a week. The first year only three departments were organized: (1) mechanical drawing, (2) machine-shop practice and tool making, and (3) plumbing. During the past winter classes were conducted in the following subjects: (1) mechanical drawing, (2) machine-



The "Demonstration" — Mechanic Arts High School, Boston, Mass.

shop practice and tool making, (3) plumbing, (4) wood turning and pattern making, (5) mechanics and applied mathematics, (6) electricity (lectures and laboratory work). Recognizing the fundamental character of mechanical drawing for all the mechanical trades, the students in all the other classes are encouraged, though not required, to join some class in drawing. The course in mathematics is arranged with reference to the special needs of mechanics, and includes such topics in arithmetic, algebra, geometry, and trigonometry as find a direct application in the mechanical trades. The course in electricity consists of a lecture course for persons who have only a scientific interest in the subject, and of a lab-

oratory course whose aim is to offer practical instruction in electrical measurements and electrical construction to persons who are employed wholly or in part at such work, or who desire to fit themselves for it.

The instruction in mechanical drawing is given by a man who has occupied important positions as draftsman in manufacturing establishments. The instructors in machine-shop practice and tool making are men who have had wide experience as mechanics and as superintendents of shops. The teacher of pattern-making had learned the trade as a young man and had practical experience in it for years. The teacher of plumbing is the plumbing inspector for the city, and is recognized as an authority in his trade. The teachers of electricity, mechanics, and mathematics are technically trained men. All of these teachers, except the teacher of plumbing and the assistant teacher in the machine shop, are employed in the day high school, and are skillful teachers. The school is under the supervision of the principal of the day high school.

The enrollment for the winter 1902-3 was 311, and the percentage of attendance was 86.8, ranging in the different classes from 81.5 in plumbing to 89.5 in pattern making. This will be recognized as a considerably higher percentage of attendance than is found in other types of evening schools. In enrolling students, when all applicants properly qualified can not be accommodated, preference was given to men already engaged at their trade, either as apprentices or as journeymen; and such men constituted the large majority of students in the school. This policy recommends the school to manufacturers and other employers of skilled labor, because it educates their men and trains them to do a higher quality of work; it also recommends the school to the workmen, because it enables them to secure promotions and higher wages; and it wins for the school the good will of the labor unions, because it does all this without appreciably increasing the labor market and becoming a means of depressing wages.

Superintendent Balliet adds:

This is a brief account of an experiment in teaching trades at public expense; it is a feature of our public school work which has provoked but little criticism and is rapidly growing in favor, and I believe it is destined to become a permanent part—and a very important part—of the school system of our city. Our experience has convinced me that there is no insuperable difficulty in the way of organizing an evening trade school in every well-equipped manual-training high school in the country, and I believe that this is the point from which instruction in trades at public expense can be most effectually developed with the least expenditure of money. Such evening trade schools can not only use the shop equipments of manual-training high schools, but they can have the free use of their laboratories, of their drawing room with its equipment, and of other facilities for academic instruction. No trade school, even for men who are mature and are already engaged at their trade, ought to confine its instruction to shopwork; it must not lose sight of the man in training the mechanic. Thorough courses in mechanical drawing, in mechanics, in applied physics and applied mathematics, and, if possible, in other academic studies, should be offered, and every student in the shop-work classes should be encouraged to take as many of these courses as his time and his strength will permit.

RELATION OF EDUCATION TO INDUSTRY.

These three questions are of prime importance:

1. When and how shall a boy make a wise choice of an occupation?
2. To what extent does "manual training," as gained in high schools and academies, open the doors into the trades?
3. Why are so few "manual graduates" enrolled as mechanics? Does the small number indicate any failure or disappointed hope?

1. The choice of an occupation is a very important matter. The theory of the ordinary manual training school assumes that the boy of 14 or 15 is unprepared to make a choice—first, because he does not know himself his mental and physical possibilities; again, because he does not know what the different trades involve; finally, he does not know what other avenues of employment or occupation there are which would naturally compete in his mind with the mechanical trades.

Years ago, way back in the seventies, a Mr. Ruggles, of Boston, proposed to organize what he called a "developing school" for the youth of Boston. This was to be a school with certain academic features as its central point, and around it a series of practical commercial shops, each one of which involved the principles and practice of some trade. The exact number of the shops was of course not defined, but the number was supposed to be large enough to cover all reasonable demands from the community. Mr. Ruggles's plan was this: To admit a 14-year-old boy to this school, and during his first year have him spend a few weeks in each one of the shops, in order that he might sample the work, as it were, and find out which one was to his taste. At the end of a year he was to make a deliberate and final choice and spend the rest of his shop time while in school in gaining a thorough mastery of all the details of the trade he had chosen.

This plan was fully explained in a very interesting pamphlet supported by a large number of opinions from eminent men as to the necessity of some sort of opportunity for a boy to acquire a knowledge of the mechanic arts. It is hardly necessary to say that this plan came to nothing. In the first place, the enormous extent and cost of such an establishment, which should properly cover the variety of occupations of a modern city, put the matter beyond all question. There was in the plan no suggestion of a better way of teaching the use of tools than the old, wasteful, and inefficient method of apprenticeship.

In 1885 I visited the trade school on the Boulevard de la Villette, in Paris. There I found, in miniature, Mr. Ruggles's idea realized. The boys entered at 13 or 14; one year was spent in sampling the shops, and two in learning a trade. To be sure the number of practical shops was not more than four or five, and those shops were not so much intended to teach trades, as we use the term in this country, as they were intended to teach the actual construction of certain lines of goods. For instance, one of the shops was a place where the boys learned to make locks for drawers and safes. Of course there was quite a variety of locks manufactured, but every boy in that shop did nothing but make locks, and the drafting he learned (which was a minimum) concerned itself almost wholly with the detailed drawings of the parts of a lock. Another shop was very much like a machine shop doing a small range of work, but with a very thorough course of instruction and training in the work they did; another was a forging shop where each boy who selected that department became a practical blacksmith. The woodworking shop was not so much for general culture as it was for learning the manufacture of certain articles of household or office furniture.

I noticed, by the way, that the boys were fairly distributed through all these shops. This by no means indicated, as I thought, that the natural bent and fancy of the boys had led to this result, but that under the advice of the management this result had been brought about in a perfectly natural and businesslike way, with a minimum of judgment on the part of a boy and a maximum of shrewd advice on the part of the director. I remember asking the director what he did with a boy who found out that he was not well suited to any of the trades which they taught, and finally discovered, or thought he discovered, that he was cut out for something else and not for a locksmith or a blacksmith or a machinist. He turned upon me with a very impatient air and said with some little feeling, "These boys are here to learn a trade, and they do learn a trade, and the moment they leave this school they go to work at the trade. There are no exceptions to this rule. Every boy must earn his own living, and there is no other course for him to pursue."

As to the academic work done in that school, it was of a very meager and inadequate sort. It was evident that the moment a boy had made his choice his academic work was trimmed down to just what were supposed to be the "essentials"

for the trade which he had chosen. In fact, it seemed as if all other doors were shut the moment he entered a shop the second year, and his destiny was sealed.

I came back to St. Louis entirely satisfied with the plan of our school in so far as it left the student free to make his choice of occupation at a later period, when all the presumptions would be in favor of a correct choice.

In point of fact I suppose it to be true that, so far as a majority of parents go, the controlling motive in sending boys to a manual training school is to find out what is in them—what their innate capacities and inherited tastes really are. Parents continually complain that their boys will not decide what they want to do in life. Again and again have I heard boys in the presence of their parents insist that they did not know what they would like to do; that they "could not make up their minds." This sort of answer frequently irritates a parent, and it has been my privilege to read many parents a very pointed lecture on the spur of the moment, showing them how utterly unreasonable and illogical they were; and I have commended the boy for persisting in his attitude of unwillingness to decide whether he wished to be an electrical engineer, or a chemist, or an architect, or a lawyer, for the simple reason that he was utterly unprepared to make such a decision. The whims and fancies of a boy are as inevitable and as natural as his appetite for play and his fondness for sweetmeats, but they depend very largely upon his environment, upon what he sees and hears, and upon the opportunities that seem to be open to his boyish gaze. They are only surface indications and have very little to do with natural or inherited aptitudes.

In regard to this matter of boyish fancies I find myself exactly in agreement with Professor Henderson, who was for some years principal of the Northeast Manual Training School of Philadelphia. He says:

At 14 a boy is too young to interrupt the culture process, much too young to know what will be the true occupation of his adult life. I have seen—and who, indeed, has not?—the very sad effects of this too early specialization. A boy of 14 is full of fancies, and it is perfectly right and wholesome that he should be. The harm comes when those fancies are taken too seriously. Let them occupy his leisure time. Let him run the whole scale of boyish interests; let him be the naturalist, surveyor, mechanic, electrician, astronomer, artist, musician, poet, philosopher. Let him go in for them heart and soul, and then, quite as light heartedly, let him drop them. You make a sad mess of it when you hold a boy to an outgrown interest.

The fancy of a boy as regards his future occupation may, and probably will, change with every year of school training; but that should excite neither rebuke nor criticism. The boy that starts with the hope of being an electrician and comes out with an ambition to be a lawyer is not to be called fickle; and he that begins with the firm purpose of being a machinist but graduates with the deliberate aim of being an architect has probably replaced a groundless whim by an intelligent choice. Give a boy manual training by all means, not because you wish or hope that he may become an artisan, but because you want him to be a whole man and to have an opportunity to make the most of himself, whether he become in the end an artisan or an artist, a follower or a leader, a bookkeeper or a general manager, an engine driver or a civil engineer, a farmer or a manufacturer.

2. Does manual training open the door to trades?

Superintendent Balliet, whom I have been glad to quote several times, says:

While the manual training school does not aim to teach a boy a trade, it gives him a training which will enable him at once on leaving school to earn from \$1 to \$2 a day, and thus become self-dependent. If idleness, shiftlessness, and pauperism are immoral in their tendency, if not in their very nature, then there are worse things for which our schools may be responsible than teaching a boy how to earn an honest living.

My graduates are wanted as draftsmen, electrical workers, inspectors, apprentices, and clerks of industrial establishments. Their versatility makes them valu-

able as assistants to superintendents and general foremen. One-third of our graduates go on into higher education, either immediately or after working a year or two. The following extract from a letter written by the master mechanic of the Missouri Pacific shops in this city is pertinent here:

When a manual training school boy enters our shops he is paid \$1.50 per day; all other boys, or those not having what is called a manual training school education, are paid \$1 a day. Each year after the first we add 25 cents per day to the pay of these boys, and when they become proficient, or at the end of the third year, they receive very nearly the full rate, provided they are the right kind of boys. Were it possible, I would in all cases prefer employing graduates from manual training schools for apprentices to ordinary boys who apply to us with perhaps nothing more than a very ordinary public school education, but, of course, it is not always possible to act on these lines.

There have been cases where young men, graduates from training schools, have come into our shops and have actually been worth more money to us than we were paying them, but in accordance with rules established long ago in regard to apprentices, we could not give them higher wages.

I can confidently state that most of the graduates who have come to me from the manual training school of the Washington University have proven to be exceptionally good boys and have turned out good men. In fact, most of them do so well that they are often offered better situations and they leave us to accept the same. We can not afford to pay the wages they can command from other sources.

3. Why do so few of the graduates of manual training schools become and remain mechanics?

Boys who expect to become and remain mechanics rarely go to a secondary school. A recent letter from Professor Marburg shows that out of 1,063 graduates of the two manual training high schools of Philadelphia 310, or almost 30 per cent, have entered college, about one-half of whom have entered the University of Pennsylvania and Drexel Institute as students of engineering and architecture, and that Philadelphia is gradually being supplied with a class of well-trained technical men who started in the manual training schools. There is no question to-day as to the high standing which those men are taking in that community.

A second reason for the small number of mechanics among the graduates has already been hinted at in the observed tendency of laboring people to shun the school from a vague sort of suspicion that the school was intended to teach manual labor and to keep boys at manual labor, no matter how much a hard-working father might wish his boy to have an easier or a more genteel lot in life than he had had himself. This reason was potent while the school was new and its educational value was in doubt. It is not very strong now, and it grows weaker every year.

The third reason is the chief one, and it removes all doubt and answers all queries. A fair and reasonable proportion of our boys after graduation do turn to industrial establishments for practical work in some capacity. They soon find a great deal of work out of the ordinary line which pays fair wages and has more promise for the future than regular apprenticeship. Again, the number who have actually taken terms of apprenticeship is much greater than the number of those now rated as "mechanics," for the reason that they have accepted higher positions and better pay. Nearly all those who are reported as general foremen and superintendents took more or less apprenticeship before promotion.

So long as the number of manual graduates is small, just so rapidly will the boys win promotion. Were the number of graduates turned out each year twenty times as great as it is, the number who would become and remain mechanics would be fifty times as great as it is. In other words, by multiplying manual training schools we shall solve the problem of training all the mechanics our industries need, and at the same time we shall keep the way open to higher things for the rare and gifted ones, who, like Hercules, "will find a way or make one."

SUGGESTIONS AND WARNINGS.

I wish to make two practical suggestions affecting both secondary and higher technical schools: First, that in every community large enough to maintain two high schools one of them should be organized as a manual training school, allowing the other to maintain more or less rigidly the traditional literary curriculum without opposition or criticism.

The second suggestion is that the theory and use of tools and fundamental processes of construction, with the rudiments of mechanical drawing, be relegated from engineering schools to the secondary schools as rapidly as possible.

First, we must not ignore the fact that the force of educational traditions is very great. The great body of school principals and superintendents have had no manual training, as we understand the term, in their development, and to a very great extent they still misunderstand and underrate it. The great mass of American teachers has as yet no adequate conception of the fine invigorating effect of a correct system of manual training upon the mind of a healthy normal boy; hence when it is injected into an old high school it finds itself in an atmosphere neither friendly nor helpful. It flourishes best when the whole school participates in it and when every teacher in the school believes in it.

Again, in every school which is well conducted there is systematic correlation between different subjects and cooperation between different teachers, so that one branch of study is made to help and illustrate another branch. For example, all the processes of our forging shop, our brazing and soldering shop, are used to illustrate the principles of physics and chemistry. Our geometry, plane and solid, gets uncounted illustrations and applications from "projection," "intersection," and "shadow" drawing. The exercises of the machine shop serve most lucidly to illustrate the principles of physics, friction, movements, the development of heat, electricity, the action of steam, compressed air, etc. All these illustrations would fall flat and weak upon the ears of pupils studying Greek instead of shopwork and drawing. For the present I am convinced it is best to keep the schools separate and give the pupils the privilege of choice between them.

The second suggestion, that manual training and drawing be regarded as legitimate work for the secondary school, needs little to support it. In the first place, the boys need it in their mental, moral, and physical development. From its active character it appeals strongly to boys in their early teens, and for the most part the principles are comprehensible to boys. Finally, it will leave the engineering school free to put its students into the engineering laboratory instead of into the shop, and into detail drawing preparatory to design instead of taking the rudiments. All this will involve a great gain to the engineering school as well as to the preparatory school.

Serious dangers threaten the manual training movement. I will mention three: (1) Its premature introduction into the lower grades; (2) mistakes as to its object; (3) faulty methods of teaching or the neglect of all teaching.

1. I have already referred to the fatal mistake of attempting to teach the theory of tools and logical processes of construction to boys below their teens. Little fellows may play with tools and they can learn something and they can be kept out of mischief, but the rigor and logic of correct methods and exact workmanship on abstract principles are beyond them. The work degenerates and their interest wanes. In either case the attempt fails and the boy is more or less spoiled and comes later to the work with feeble interest if not a prejudice against manual training. "The motor cells of the brain controlling the muscles of the joints nearest the trunk develop first, and later, in regular order, those which control the muscles of the more distant joints. Education ought to follow this order of growth; it should avoid training the fingers to make finely coordinated

movements at a period when nature has not yet got beyond developing brain cells to make the coarser adjustments of the shoulder and elbow joints. Physical training, which appeals to these more fundamental muscles of the proximal joints, should at first precede manual training, which appeals especially to the muscles of the forearm, hand, and fingers."

2. There is danger that in hunting for the object of manual training the hasty convert seizes the shadow instead of the substance. The shadow is spectacular—the expression of a desire, an invention, or an effort at service. Be not misled; these things will surely follow manual training as fruit follows the flower. More and more experienced teachers are finding that the supreme object of manual training is not the finished exercise, it is not the gratified whim, the premature effort at expression. The object should be an intelligent mastery of tools, materials, and the methods of construction. As Sir Oliver Lodge recently said to the Teachers' Guild of Great Britain, "The feeling of mastery and growing power is what more than anything conduces to interest and stimulus, not merely the presentation of interesting facts." This result is worth more morally and intellectually than any number of poorly planned, badly constructed "whole articles," produced with other objects in view. It is easy enough to arouse interest in manual training, but interest can not be profitably sustained without a proper aim and consistent logical teaching.

3. The greatest danger, however, arises from faulty methods of teaching, or, rather, no teaching at all. I can not too strongly condemn the wishy-washy tinkering with tools and materials, where the child is the victim of his own whims and of his teacher's ignorance; where, under the pretense of developing originality, initiative, altruism, or concrete expression, the child is prematurely misled, misdirected, neglected, and mistreated until the possibility of well-timed and well-regulated manual training is utterly lost. I regret that I must speak so strongly of a tendency to utterly emasculate manual training by a method of treatment which would be instantly condemned if applied to any other branch of study. I have known young fellows practically turned loose in a shop, supplied with tools and lumber, and told to make what they liked, with no instruction as to methods of exact workmanship and no knowledge of how parts are joined together; the consequence was a waste of time and material, a dulling of edge tools, and a more serious dulling of the edge of interest. The results are shameful constructions and general disgust.

Mr. Balliet states most forcibly not only the necessity of grading most carefully the exercises and adapting them to the developing brain capacity of the child, but the eminent value of final accuracy. He says:

Motor ideas form the basis of manual skill. The degree of skill depends primarily on the number, variety, and accuracy of these ideas. From this it follows that exercises in a manual training school must involve a great variety of movements; and, furthermore, that these movements must be as accurate as possible. The sacrifice of accuracy is the sacrifice of almost everything in such training, not simply because habits of accuracy must be developed, but because the only way in which accurate motor ideas can be developed is by means of accurate muscular movements. This is a kind of accuracy which can not be learned elsewhere; and inaccurate motor ideas vitiate all after thinking based on them, just as inaccurate ideas of color vitiate all later thinking based on these. A stream of water may become clear although its fountain be turbid; a current of thought, never; for a stream of water is made turbid by bodies foreign to the water; a current of thought by imperfections in its own constituent elements. Clear and accurate thinking can never result from vague and inaccurate sense perception, whether of the eye, of the ear, or of the hand.

TECHNOLOGY AND ENGINEERING.

From the days of John Milton, in 1608, to the end of the eighteenth century, university training culminated in a preparation for the professions of law, medicine, and theology, and in the training of the nobility for the duties and responsibilities of government and elegant society.

But when alchemy developed into chemistry; when physics became an experimental science; when Leibnitz and Newton elaborated the infinitesimal calculus; when Watts invented an efficient steam engine; when Fulton built a successful steamboat; when Stephenson devised the locomotive and constructed a road with smooth rails, and, finally, when Siemens and Gramme produced the electric motor, vast fields of fascinating and useful material were opened for study and research. Mathematical analysis and the principles of mechanics, which had previously been devoted to the problems of physical astronomy, were now directed to the study of the transformation and transmission of energy, the theory of structures, and the phenomena of electricity. The theory of evolution has given a new meaning to all vital phenomena, and the doctrine of the conservation of energy has permeated all our study of motion and force.

In the earlier days Alexander Pope voiced the popular notion that "The proper study of mankind is man." "Nature study," which to-day is the bright, attractive feature of the primary school, and equally the inspiring field of the savant, was not countenanced by polite society. For centuries it was held to be little short of blasphemy to wound the earth by digging for ores which were intended to be hidden away from our sight and touch, or to attempt in any way to improve upon God's workmanship. When in 1680 a Spanish engineer proposed to deepen the channels of certain rivers and to restrain their overflows in the interest of navigation, the Spanish council decreed as follows: "If it had pleased God that those rivers should have been navigable, He would not have needed human assistance to make them so; but as He has not done it, it is plain that He does not want it done," and the improvements were forbidden.

The modern thought of the creation is that it was and is a part of the all-wise plan to fill the earth with unsolved problems, the study and solution of which should develop our best powers and at the same time cultivate our highest instincts of reverence for the Creator and of love and devotion for His creatures.

It has taken many centuries for the world to discover that the great forces of nature are neither sacred nor profane, neither kind nor cruel, that they neither love nor hate, and that they are more unchangeable than the stars; that shrines and temples, priests and priestesses, tripods and oracles have been in vain, except so far as they reacted upon the human heart and satisfied its natural craving for the worship of a superior being. Instead of building a temple to the far-darting Apollo or to Zeus the Thunderer, we now stretch over our cities a network for artificial lightning; and all the winds that blow and all the waters that flow are made to furnish their tribute to our comfort and pleasure. We tap the sources of endless energy and transmit it through all the ramifications of our social order, relieving mankind from heavy burdens and creating hundreds of occupations hitherto all unknown.

Out of this vast extension of the horizon of human activities and this multiplication of occupations has come an imperative demand for technically educated men. In our industrial system the crying want has been and is for men who can both plan and execute. The secret of our recent success in foreign markets lies in the fact that we have put educated brains into our products and into our methods of manufacture. Hence a score of professions unthought of one hundred years ago have been called into being, and the standards of these new professions are intellectually not one whit lower or less humane than the old. This demand for trained men of action has been followed by only a partial supply.

The first engineering course in the United States was organized at Troy, N. Y., in 1835. The Sheffield Scientific School of Yale was established in 1847 and the Lawrence Scientific School of Harvard in 1848. Both of these schools organized engineering courses a few years later. The Massachusetts Institute of Technology was opened in 1865. There are now engineering courses in every State in the Union, with equipments and appointments of every grade and quality.

Thus do the technical features add strength and dignity and breadth to the university. The department of letters, philosophy, and pure science still holds the center, the venerable mother of all the arts; but the younger members of her numerous and growing family will ever flock loyally and lovingly by her side.

Architecture dates back from beyond the Christian era. Engineering is the product of modern scientific progress, a union of mathematical analysis and an intimate knowledge of the materials of construction. Architecture has always been regarded as one of the fine arts, and in ancient times skill in architecture and in sculpture were usually combined. The builder of the Parthenon, "the hand that rounded Peter's dome," and the architect of St. Sophia have earned immortal fame for exquisite skill and refined taste.

For centuries the only building materials were brick and stone, and the styles were limited to constructions which relied almost wholly upon compressive stresses. It was a daring innovation when, in 1851, the gardener of the Duke of Devonshire was called upon to construct for the first world's exposition a crystal palace of iron and glass. Since that day the introduction of a material whose strength in tension and compression is practically the same has added immensely to the scope and the possibilities of architecture. This is the age of steel, and the demands upon the architect are something amazing. He must be both an artist and an engineer. There is nothing which the architect must not know and know well. He must know thoroughly the nature and limitations of his materials. He must be able to apply mechanical analysis to every detail of his structure, whether foundations, columns, arches, trusses, or girders. His building must combine stability, comfort, fitness, and grace. He must study the laws of light, heat, and the transmission of power. He must be familiar with the best usage as regards the supplies of water, gas, and electricity and the best methods of purification and drainage. The architect must be many kinds of an artist, and last, but by no means least, he must be a man of refinement and literary culture.

Refined taste and good judgment come only from study and comparison. So our architect must be familiar with the ancient types, but he must not be their slave. The classic beauty of the Greek temples, the awful grandeur of the English cathedrals, and the towering splendor of Cologne must serve but to lead him to the essential architectural features of an age which is more and more building in steel. The structure which shares with Notre Dame the admiration and wonder of every visitor to Paris to-day is the steel tower of M. Eiffel. Of course it breaks nearly every canon of the old masters, but it lays down some of the laws of a new style to which a new material gives timely birth. Gustave Eiffel was no accident, no sudden growth, no inspiration of the moment; he was already the most distinguished engineer in France. He had built hundreds of steel bridges before he set out to design the most remarkable architectural structure of the century.

How naturally I have been carried over from architecture to engineering. How closely allied are the arts. I sometimes feel as though we ought to class engineering with the fine arts, its masterpieces are so well balanced, so luminous with human intelligence, so full of that splendor of truth which is said to be the essence of beauty. Study the great superstructure of the Eads Bridge; note in every detail those slender ribs, with every necessary and sufficient provision for security under all possible loads, amid the shocks of fields of ice, under all conditions of

temperature, and you will find them not only beautiful but, like the pages of a book, full of human thought, of achievement through human experience.

We have been told that studies and pursuits make men sordid and narrow. The statement is not true. It is true that such studies make one feel the weight of coming responsibilities, as well as the absolute necessity of mastering fundamental principles. Engineering students rarely feel at liberty to burn their old text-books. They have been thought to be somewhat lacking in reverence and unpoetical. I must confess they are generally iconoclasts, not given to the worship of the ancients, but they are not without poetic instincts.

Let no one suppose that all knowledge is contained in books, or that all art is to be found in museums, or that all poetry is written with pens. To a mind filled with a sympathy that is born of intimate knowledge, there is in a mighty moving mechanism and in the proportions and grandeur of a great superstructure that obeys all the laws of science a beauty which delights the eye, a harmony and bond of thought, a rhythm and rhyme of reason that falls upon the inward ear like heavenly music.

The words "engine" and "enginery" are very old. They are of classic origin and are kin to "genius" and "ingenuity." In their descent through the French the initial "i" of "ingenium" was changed to "e." Twenty-two hundred years ago Archimedes was a famous engineer, and the marvelous mechanisms by means of which he destroyed the enemy's ships in the harbor of Syracuse are called "engines" by the historians.

Naturally the first engineers were military, as the earliest functions of organized society were those of attack and defense. But when nations began to learn the arts of peace and fixed public works became necessary the civil engineer, as distinguished from the military and the naval engineer, came into being. During the last fifty years engineering has been differentiated and has thrown off, as distinct departments, mining engineering, mechanical engineering, and electrical engineering. Still more recently each one of these in actual practice has been subdivided many times, as the necessity has arisen and as special lines of research and experience have been opened. At present it is the civil engineer who designs and constructs our railways, whether in our streets, underground, or overhead, across our prairies, or among the mountains; he constructs our bridges and tunnels; our canals and locks; our light-houses, breakwaters, and jetties; our dams, reservoirs, and aqueducts; our highways, streets, and sewers. It is the civil engineer who rescues our swamp lands from ruinous overflow and deadly miasma; who liberates our lowlands from the grasp of ocean; who by extensive irrigation converts a desert into a garden.

What boundless and attractive fields of human activity are here! Every one of these specialties calls up the names of men who have served humanity and helped build the civilization of to-day. When I mention canals you will think of a score of engineers, from the English Brindley to the French De Lessers; you will recall the German ship canal across Holstein, and you will stop only with the Panama Canal, the most stupendous ever planned. If I speak of redeeming lowlands you think of parts of Holland, recovered or soon to be recovered by fine engineering, from the Zuider Zee. The mention of dams brings up the great dams in Egypt to regulate the flow of the Nile and the reservoir dams in New England and in old England that store up pure water for the millions. The word "bridges" brings up a hundred names, from Telford and Robert Stephenson to James B. Eads, Sir Benjamin Baker, and George S. Morrison. And so on almost without limit. These are engineers, and these are some of the achievements which give inspiration and direction and scope to the peculiar kind of higher education to be gained in engineering schools.

Though greatly diversified in practice, all these special lines of engineering

science and art require the same mastery of mathematics, the same knowledge of physics, the same graphical skill, the same familiarity with the theory and use of instruments of precision, the same readiness of analysis, and the same personal experience of the strength and elasticity of materials.

Equally the mechanical, electrical, and marine engineers are breaking all precedents and filling the world with new wonders. Machinery on land and on the sea, in the gorges of lofty mountains or deep in the earth at the base of a Niagara fall, the engineer is turning the stored-up energy of nature to the service of man, in manufacture, commerce, and social well-being. All this has come about through applied science as taught and illustrated in our engineering schools.

As mathematical analysis and the principles of physics, chemistry, and biology are applied to practical problems and good usage is established, engineering is differentiated more and more. Hydraulic engineering, sanitary, chemical, architectural, railroad, street railway, steam engineering, etc., indicate special lines of development, each opening up an important field of study and practice. Some institutions encourage early differentiation; others discourage it, preferring to lay a broad foundation upon which the young engineer may erect at will the structure of his choice and opportunity.

The growth of engineering schools in number and size, great as it is, should not surprise us. It would indeed be surprising did they not multiply and be strong. Nothing more forcibly invites the youth who is blest with a healthy body and a clear intellect than engineering triumphs already achieved and the still greater triumphs the future has in store, and nothing is more fascinating to the student than the keen sense of mastery which he feels when he realizes that he has at last discovered the grand purpose and justification for his prolonged studies in mathematics and physics.

Engineering studies are intensely interesting and reassuring. The student does not ask why or wherefore; he sees their bearing in all the world around, and he studies with a zeal and relish which is a continual surprise to one whose studies have appeared pointless and remote.

Modern engineering laboratories have greatly stimulated interest and promoted efficiency. The most expensive part of a modern engineering building is its collection of experimental and illustrative apparatus. Engines of all types, electrical machinery, so arranged as to permit of a great variety of quantitative tests illustrative of both theory and practice, hydraulic apparatus of every nature and degree—all these in connection with appliances for exact measurements in every field where precise results are desired.

Were I to mention the engineering schools of America where such advantages are to be had, the list would be a long one. Their name is legion, and in that fact lies the explanation of the remarkable success of American engineers, whether they build bridges in India, railroads over the Andes, or steel buildings in the hearts of London and New York; whether they plan and organize rolling mills, locomotive works, or water supplies. I have been asked by an English manufacturer to explain the success of American manufacturers and engineers. I answer, the explanation is to be found in our outfit of engineering schools and in their methods of rational training.

At present the number of engineering students is small compared with those in the traditional classical courses, but their relative increase is greater, and the future is destined to see still greater gain.

Nothing better illustrates the strength and character of the engineering progress of the last twenty-five years than the great societies into which the engineering professions are gathered.

The American Society of Civil Engineers has a membership, carefully guarded, of 2,954. The American Society of Mechanical Engineers has a membership of

2,573. The American Institute of Mining Engineers has a membership of 3,025. The American Institute of Electrical Engineers has a membership of 2,778.

The Society for the Promotion of Engineering Education is the most noteworthy development of the last decade. It has a membership of 326, of whom 279 are teachers in engineering schools. The society has had great influence in raising the standards of admission and graduation, in securing better laboratory equipments, and in the diffusion of a knowledge of the best methods of teaching both theory and practice. The membership represents 81 colleges or universities and 11 manual-training schools. The president for the present year is Prof. C. Frank Allen, of the Massachusetts Institute of Technology, Boston. The secretary is Prof. Clarence A. Waldo, of Purdue University, Lafayette, Ind.

The eleven volumes of "Proceedings" of this society contain much of value both to the teacher and the engineer.

THE DIGNITY AND WORTH OF ENGINEERING.

Finally, we must not fail to stand up for the dignity and intrinsic worth of knowledge and skill which is directly useful. To quote Sir Oliver again: "Whatever subjects are studied should be pursued up to the useful point." There was, not so very long ago, a disposition among schoolmen to underestimate the disciplinary and culture value of applied science, for the reason that it was useful. They questioned the motives of one who asked a training which was going to be directly valuable to him in making a living, and in the way of business. They feared his motives must be sordid and low. On the other hand, they seemed forced to conclude that when one asked for something which was not likely to be of any use in practical affairs his motives must be pure and high.

Let us stoutly maintain that no students are more high-minded, none more unselfish, none more patriotic, none more altruistic, than ours; that the measure of one's worth in the world lies in his usefulness to himself, his family, his community; and that no class of citizens are more honorable, more trustworthy, better fitted to serve the state and the nation, than the accomplished engineers.

The new education is a high and noble education, and we need not hesitate to champion it in all places and at all times with confidence and pride.

CHAPTER XX.

COEDUCATION IN THE SCHOOLS AND COLLEGES OF THE UNITED STATES.

By ANNA TOLMAN SMITH.

TOPICAL OUTLINE.

Coeducation of the sexes a characteristic feature of public education in the United States, and closely related to the democratic ideal of progress; not wanting in private institutions; affects at least 93 per cent of all children and youth under instruction in the schools and colleges of this country.

The West the field for the highest development of State education and consequently of the typical feature, coeducation; extent and population of this section; distinctive contributions to education.

The ordinance of 1787 the initial provision for public education in the West; elementary schools and higher institutions alike included in its scope. Spirit of moral earnestness manifest in the early institutions of the West. State universities as national types. Unity of higher and elementary education in the West.

Interrelation of States in the formative period of national life. Local circumstances a determining factor in the conduct of schools. Rapid development of public school systems in the West.

Influence of high schools in promoting coeducation; causes of separate high schools in the East. State normal schools coeducational even in the East.

Relation of public education to the political and industrial revolutions of the early part of the nineteenth century. Women affected by the transfer of industries from home to factories seek new careers. Congress meets the demand for a new order of education for the industrial classes by the land-grant act of 1862. Effect of this measure in promoting coeducation. Endowment of special colleges for women in the Eastern States increases the sectional tendencies toward separate education for men and women.

The year 1870 a memorable date in the history of education; outlook at that time in our own country as regards coeducation; change in eastern tendencies through the action of Cornell and Boston universities in admitting women; arguments pro and con foreshadowing the lines of all future discussions of the policy.

Organic relation of all parts of public education. Formative period completed by 1870. Survey of the period 1870 to 1902; public high schools, increase in number; per cent of pupils in coeducational schools; separate high schools, location and causes; effect upon higher institutions through large proportion of pupils in college preparatory courses.

Coeducation in colleges and universities: Increase, 1873-1902, in proportion of coeducational institutions and proportion of women students; large proportion of institutions of first order included in those that are coeducational; increase of numbers continues up to 1890; since that date increase chiefly in resources and power; effect of coeducation upon (1) attendance of men as indicated by statistics; (2) choice of colleges by women students.

Special policies growing out of coeducation movement: Separate colleges in one university organization; annexes for women. College residence for women. Bearing of elective system upon coeducation. Recent reactions. Choice of studies as influenced by sex. Women in graduate courses and professional departments. Concluding reflections.

Appended matter: Segregation at Chicago University; status of women in foreign universities; selected bibliography.

Coeducation, or the instruction of both sexes in the same schools and classes, is a characteristic feature of public education in the United States. As such it impresses all foreign students of our institutions, and it is largely from their comments that we ourselves have come to realize its importance as a factor in our social life. Mr. Bryce, who has discussed the policy in his *American Commonwealth*, notes among its effects that it tends to place "women and men on a level

as regards attainments and to give them a greater number of common intellectual interests." Our national impulse in this matter was discerned by De Tocqueville, writing sixty years earlier, when as yet our school policies were not well defined. "The Americans," he says, "have done all they could to raise woman morally and intellectually to the level of man; and in this respect they appear to me to have excellently understood the true principle of democratic improvement." His acute mind penetrated thus to the underlying motive of the whole vast work of public education in this country. The impulse of democracy unrestrained by conventional or traditional modes of action has shaped its forms in the spirit of freedom and equality.

While the United States has no national system of education in the sense of an official system under centralized authority, after the manner of the French system, it presents the nearest approach to that ideal of a national system expressed by Huxley under the figure of an educational ladder reaching from "the gutter to the university." No one is excluded from its provision by reason either of social condition or of sex. As in other countries, public and private institutions have flourished here side by side. But the United States affords the unique example, among the principal educating countries, of a great preponderance of free public agencies over private agencies up to the college and university grade. Even on this highest plane State institutions show an ever-increasing proportion of both students and resources. Statistics alone indicate the full extent of this public education. In the elementary grade it amounts almost to monopoly, above 15,000,000 children (15,375,276) being enrolled in public schools against a little more than 1,000,000 in private schools. Of pupils in secondary studies, public high schools enroll 566,124 against 168,626 in private schools. Public universities and colleges claim 39,487 students (33 per cent) out of a total registration of 119,496 students. Even professional education, which meets the demands of special classes, has its quota of publicly supported schools, which registered in 1902 nearly one-sixth of the students (10,726 in a total of 61,499) preparing for the liberal professions.

As to the prevalence of coeducation throughout this public system, the statistics are convincing. Of elementary pupils at least 93 per cent are in mixed schools, and of secondary pupils 95 per cent. Altogether, on a total enrollment of 15,990,803 pupils in public schools (elementary, secondary, and normal), 15,387,734 are in schools attended by both sexes.

The very general favor with which the coeducation policy is regarded is indicated also by its extension to private schools. Thus of the pupils enrolled in private secondary schools 43 per cent are in mixed schools. As to higher institutions—colleges and universities—62.5 per cent of all undergraduates are in coeducational institutions. The proportion would doubtless be much higher if only State universities and land-grant colleges were considered. Summarizing, we may say, in round numbers, that 15½ million children and youth of the country are studying in public coeducational schools and colleges. The number in private schools and colleges would raise this total to at least 16 million, or 93 per cent of the total school and college enrollment.

THE WEST THE FIELD FOR FULLEST DEVELOPMENT OF STATE EDUCATION AND OF COEDUCATION.

To realize how deeply this policy is involved with the spread of democratic principles, we have only to recall the past history of education. This relation is emphasized in our own country by the marked extension of the policy in the Western States, the section in which, as Professor Ely has observed, "the whole education of the citizen has been conceived as a public function." Under this conception women have been freely admitted to all provision by which the State

seeks to foster intelligence and high ideals. Hence to understand what coeducation implies as a matter of public policy we turn naturally to this section of the country rather than to the older Eastern States.

What is here termed the "West" includes two great divisions of our country, the North Central and the Western, having to-day a combined population of 30,424,000, or 40 per cent of the total population. It is worthy of note also, since cities shape public opinion, that this number includes 38 per cent of the urban population of the country.

This vast section received its first intellectual impulses from the Eastern States and is one with them in respect to the essential principles of an educational system. It has, however, made some distinctive contributions to the work, which have in turn reacted upon the East, enriching its ideals and liberalizing its methods. From a city of the West emanated a philosophic movement which, starting with a few earnest minds, has spread throughout the country, and by its effect upon teachers and educational leaders has helped to fortify secular education against the insidious influence of materialism. The West furnished the type of a university founded upon State and national endowments, and gave also to this country the first example of a university open alike to men and to women.

Two great events mark the early history of this region. The one was the initial measure in our whole policy of expansion; the other was the first formal expression of our national concern for popular education.

The Louisiana purchase of 1803, which added to the national domain 1,171,931 square miles and secured to the United States absolute control of the Mississippi River and its tributaries, had been preceded by a national measure of scarcely less importance. This measure, a legacy from the Continental Congress, was the ordinance of 1787 for the government of the North-West Territory—that is, the territory extending north of the Ohio River to the Great Lakes and westward to the Mississippi River. In the memorable passage "religion, morality, and knowledge being essential to good government and the happiness of mankind, schools and the means of education shall forever be encouraged," the ordinance embodied an idea which had been reiterated again and again in the constitutions of the original States, but which received in this new form the force of national sanction. The constitution of Massachusetts (1780) had in particular declared: "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of the legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them." The document further specified as institutions to be cherished, "the University at Cambridge, public schools, and grammar schools." The language of the ordinance of 1787 quoted above is less specific than that of the Massachusetts constitution, but its very vagueness proved significant. As events showed, it was not only held to sanction in perpetuity the clause of a previous ordinance of 1785 reserving "the lot No. 16 of every township for the maintenance of public schools within the said township," but also the reservation of lands for university endowment, a provision which it had been vainly sought to embody in the earlier ordinance.

At its first practical application the ordinance was taken in its largest scope. The Ohio Company, formed for the purpose of settling in the Territory, had been active in securing the provisions of the ordinance with respect to education. Before the purchase of the lands was consummated, the agent of the company, Doctor Cutler, in his negotiations with Congress, insisted that the conditions of purchase should include not only the reservation of lot No. 16 for schools, but also

the reservation of two townships near the center of the tract and "of good land, for the support of a literary institution." The conditions were approved, and the work of settlement went vigorously forward. Other purchases followed upon similar terms, and in 1803, the very year of the Louisiana purchase, Ohio was admitted to statehood. A university had already been chartered by the Territorial legislature on the basis of the land grant, and one of the earliest acts of the general assembly of the State was the granting of a new charter to the institution under the name of the Ohio University. The two reserved townships of land were given as an endowment to the university by the act of incorporation, which contained also specific directions for the disposition of the lands. Thus upon the very eve of Jefferson's transaction with Napoleon, which gave immense expansion to our domain and our resources, a policy was stamped upon our national laws and wrought into the sentiments and activities of pioneer settlers which made for the highest ideals in individual character and citizenship. The Louisiana purchase and all subsequent areas secured by annexation or treaty came under its beneficent influence. Every State formed in this boundless territory has been met by provision for common schools and provision for the higher education, which gives vigor to the common school.

For upward of twenty years the Ohio University was the only institution of collegiate rank west of the Alleghenies. Even in those pioneer days—days of hand-to-hand struggle with the wilderness, of exhausting efforts for the supply of the primitive wants—it had its roll of students, and in 1815 graduated two men, one of whom, Thomas Ewing, was destined to achieve national distinction.

For several years, outside the lands of the Ohio Company and the Cincinnati district, settlers in the Territory were few and isolated. In the census of 1810 the North Central Division, the only portion of the West included in that census, shows a population of 293,169, of which 78 per cent was credited to Ohio. In 1820 the population of this division had increased to 859,305 and the era of phenomenal growth had set in. In the next two decades (1820-1840) the population increased to 8,351,542, a gain of 290 per cent. Of the twelve States and Territories comprised in the division, four had acquired, prior to 1840, the full rights of statehood. The educational record for those years is meager and scattered, but one fact is noticeable—everywhere as population increased, colleges multiplied. In 1820 the Ohio University was the only representative of the higher learning in the whole region. In 1824 Miami University, in Ohio, and Indiana University were both chartered; the University of Michigan followed in 1837, all drawing their original endowment from the national land grant. Around them sprang up in the brief space of twenty years within the limits of the North-West Territory no less than seventeen additional colleges, which are still in operation. Many of these early foundations were mere preparatory schools struggling bravely up to the college plane, but they never lost sight of the moral purposes of education. Over and over again the convictions that were expressed in the ordinance of 1787 meet us in their charters or acts of incorporation. This is noticeable alike in church and in state foundations. The act establishing Miami University declares it to be "for the promotion of good education, virtue, religion, and morality." The act to incorporate a university in Indiana, passed in 1806, was introduced by a preamble which declared that "the independence, happiness, and energy of every republic depends (under the influence of the destinies of Heaven) upon the wisdom, virtue, talents, and energy of its citizens and rulers," and further that "learning hath ever been found the ablest advocate of genuine liberty, the best supporter of rational religion, and the source of the only solid and imperishable glory which nations can acquire." The objects proposed by the founders of Western Reserve University were "to educate pious young men as pastors for our destitute churches, to preserve the present literary and religious character of the state and redeem it from

future decline; to prepare competent men to fill the Cabinet, the bench, the bar, and the pulpit." These declarations, which might be indefinitely multiplied, were not empty words. They reveal the spirit of moral earnestness which pervaded teachers and students and which explains undoubtedly the high proportion of forceful characters among the graduates of that early period.

Although the development of the region embraced in the Louisiana purchase belongs to a later period than that of the North-West Territory it has followed for the most part the same course. Missouri shows, indeed, modifying influences from the old French occupation, and Louisiana, both by reason of its earlier history and its geographic position, has had a distinctive history. These two States represent the only portions of the domain purchased in 1803 that were included by name in the census of 1810. At that time the population of Louisiana, which was admitted as a State two years later, was 76,556, and that of Missouri (admitted in 1821) was 20,845. Missouri shared in the advancing population of the North-West Territory, as is shown by the fact that it increased from 140,455 inhabitants in 1830 to 682,044 in 1850, an increase of 385 per cent. It is interesting to note here that the act of Congress of 1812, organizing the Territory of Missouri, reiterated the language of the ordinance of 1787 with amplifications, as follows: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged and provided for from the public lands of the United States in said Territory in such manner as Congress may deem expedient." Subsequently Congress provided that two townships of land in the Territory should be devoted to a university and "one thirty-sixth of the entire public domain, together with saline and swamp lands, to township (nondistrict) schools." The first constitution of the State ratified these provisions, and thus the policy which had been initiated in Ohio was transferred beyond the Mississippi.

It would be impossible at this date to estimate even approximately the money value of the university lands reserved under the ordinance of 1787 and the acts extending its beneficent provision, as State after State was admitted to the Union. Much of the precious endowment, it is well known, was lost by bad management, but this waste does not detract from the importance of the policy, which is to be measured rather by its inspiring influence than by its financial outcome.

The precedent established in 1787 has been followed by Congressional appropriations of much greater value, notably those made under the land-grant act of 1862 and the supplementary acts of 1887 and 1890, and this national policy has been supplemented by extensive grants on the part of the State legislatures. It is this whole princely endowment which must be taken into account when the value of the initial act is in question.^a

We are reminded in this consideration of the peculiar character of our Republic, which gives more complex meaning to the term "national" than is suggested merely by relation to the Federal authority. Government with us is a union of State and Federal action, springing from and embodying the will of the people. The extent to which a particular policy is supported by the people is the measure of its claim to be regarded as national. It is indeed true that only measures which emanate from Congress are applicable to the entire country, but so closely interwoven are the States that measures passed by the legislature of one State are often adopted almost simultaneously by other State legislatures, and thus rapidly spread throughout the country. This is so true, in respect to education, that although there is no national system of education in the United States, the expression is current among us and carries to all minds a very definite idea. This interplay of Federal and of State policies in that complex whole which we call

^aThe total land appropriations under the ordinance of 1787, the act of 1862, and supplementary acts amount to 86,084,879 acres.

"national" has been strikingly shown in the foundation of State universities. State and nation, as we have seen, have united in their endowment, and they appear to be the natural crown of the public schools which, in common with the higher learning, were fostered by grants of land under the ordinance of 1787.

It is a significant fact that coeducation is the policy in every college and university of the North Central and Western divisions of our country that has had the benefit of Congressional land grants. Their uniform action in this respect has made this a distinctive feature of our higher education.

The West is thus distinguished by the unity of higher and elementary education through their common origin in the public bounty. Private agencies shared in the work, but never gained ascendancy, as they did in the older States; hence, while the East led in the work of public education, the West perfected the type. The history of the process as it went on in the several States discloses their interrelations during the formative period of our national life. The constitution of Ohio, adopted in 1802, on its admission to statehood, reiterated the educational clause of the ordinance of 1787, with additional provisions looking to the support of schools by public funds and guarding against denominational intolerance and class distinctions. At first the application of the law was left to private or local initiative, as had been the case in the Massachusetts colonies; but this precarious policy was soon abandoned. In 1806 a school district law was passed; in 1821 a school tax law was carried. Scarcely were these measures secured when the impulse of that extraordinary campaign of education waged by Horace Mann in Massachusetts, spreading westward, swept New York and Ohio into the movement. In 1838, the year after Horace Mann was made secretary of the Massachusetts State board of education, the legislature of Ohio created a State school fund and provided for State supervision of public schools. The experience of the older State was utilized though never slavishly imitated by the younger. It is interesting to note that whereas in this early period the impulse toward progress in public education came from the East, in later years the movement became that of the interchange and intermingling of impulses.

LOCAL CIRCUMSTANCES A DETERMINING FACTOR IN THE CONDUCT OF SCHOOLS.

The pioneer champions of the free-school system—Horace Mann and Henry Barnard in New England, Governor Seward and Rev. Doctor Potter in New York, to name the most notable—had evidently no thought of excluding girls from the public provision for which they labored. But while they were laying deep foundations in law and public opinion, schools themselves, as they multiplied in the respective States, naturally followed the arrangements with which the people were familiar. The district schools of the New England and Middle States were attended by boys and girls, as the "dame schools" of England had been and the admirable parish schools of Scotland. But as regards high schools, which were of later growth, a different precedent had been established in the Eastern States by the academies and grammar schools founded by private effort in many of the chief places of that section. These were generally separate schools, although a few academies were coeducational. Certain academies for girls—for example, Adams Academy at Derry, N. H. (1823), and Ipswich Academy, Massachusetts (1828)—seem to have been founded with a view to giving girls an education better suited to their requirements than that which had been arranged with special reference to the wants of boys.

As a rule, an exclusive regard to the careers for which boys should be trained meets us in the prospectuses of the early academies and grammar schools. Even where there was an attempted departure from the established classical curriculum, as in the case of Franklin's proposals for the academy in Philadelphia, the overshadowing purpose is the same—to qualify men "to bear magistracies and

execute other public offices of trust," and to qualify "a number of the poorer to act as schoolmasters in the country."

The series of school laws passed in Ohio between 1806 and 1840 contained in embryo all the essentials of a State school system. The history which they embody was repeated at a later date in Indiana, whose people, less homogeneous than those of Ohio, seemed at first firmly wedded to sectarian schools. Later still it was repeated in Illinois, where the contest over the slavery clause of the ordinance of 1787 long obscured every other provision, and in Michigan, which began its independent existence with a scheme for an organized system of public education. The movement gained momentum as it proceeded, for the farther West it is traced the more rapid seems its development from the initial stage of permissive laws and isolated efforts to that of complete organization and vigorous growth. Thus Colorado, the Centennial State, passed a comprehensive school law the year after its admission, and in six years was able to boast with good reason that in respect to its public school system it was equal to any State in the Union. Indeed, as we follow the development of systems of education beyond the Alleghenies and beyond the Mississippi we can not fail to be impressed with the rapid spread of ideas that were struggling for recognition in older civilizations. Old customs and ingrained prejudices lost their hold on people in this wilderness. They addressed themselves to the problems of their collective life with a vigor of initiative and a readiness of adjustment which are still characteristic of the West and which have marked its contributions to the general educational progress. But in the West, as in the East, the internal conduct of schools was determined by circumstance, and here and there in the early annals of the region instances are even found of separate district schools for the two sexes. Thus under the first ordinance (passed July, 1837) for the establishment of common schools in Cleveland, Ohio, three school districts were formed, and two schools, one for boys and the other for girls, opened in each. This provision followed that of a so-called free school which had been previously opened in Cleveland, but which was free only to poor children. Other examples might be adduced, but the distinction was temporary, and the right or expediency of giving girls equal school advantages with boys seems never to have been questioned as it had been in New England, where at least one town went so far as to decide "to be at no expense for educating girls," and other towns made to them the reluctant concession of an hour before or after the boys' school day or on Thursday, when the boys had half holiday. Discriminations of this kind in the East had, however, nothing to do with the question of coeducation per se. They were due rather to the conviction that nothing should be attempted by public authorities that can be left to private initiative and nothing attempted by the central government that can be left to local authorities. This principle, deeply inwrought in the English polity and still tenaciously adhered to in that motherland, long made itself felt in the educational policies of New England. It was perhaps strengthened by the saving tendency of the people, which extended even to the matter of public expenditure. Says Horace Mann, "I have always observed among our people an exaggeration of ideas on this subject, a feeling in each individual whatever the amount of the tax may be, he will have to pay the whole of it."^a The disposition to exclude girls from the public schools often betrayed the thrifty desire to keep down the expenses. This was evidently the case in Boston, where the high school for girls, opened in 1825—four years after the English high school for boys was established—became immediately so popular and the pressure for admission so great that the school committee, alarmed at the threatened expenditure, closed the school before the end of the second year.

^aFrom a speech before the State convention of county superintendents of New York in 1846. *Randell's History of the Common School System of New York*, p. 220.

INFLUENCE OF HIGH SCHOOLS IN PROMOTING COEDUCATION.

Among many influences promoting the spread of coeducation in this country public high schools, because of their universal adoption and liberal support, have undoubtedly been the most powerful. Up to 1850 the schools of this class were few in number. According to Commissioner Harris, 11 were in operation at that date, considering only schools organized distinctively as high schools with from two to four year courses of study; 33 were added in the next ten years, and by 1870 the number had risen to 160. Later years have witnessed a phenomenal increase in the number of these schools, but their policies were settled in this initial period.

Sometimes the high schools developed spontaneously, as it were, from the extension of the elementary programmes. More often they were the outcome of a prolonged campaign like that maintained in Ohio with varying intensity in the decade 1845 to 1855, when prominent citizens, county officers, educators, superintendents of common schools, and governors joined in the endeavor to create a popular sentiment in favor of an efficient system of higher instruction supported by public funds, attracting the patronage of the better classes by the certainty of superior advantages for their children, and opening to the poorest child access to the whole realm of knowledge, "not as a charity, but as a right and without humiliating conditions."

In this period at least nine high schools whose history has been preserved to the present time were established in the State. The Cleveland High School was opened in 1846 as a school for boys only, but within a year girls were admitted, although to a limited curriculum and against the protest of the principal. In 1854 Mr. E. E. White took charge of the school and abolished all restrictions with respect to girls. It was recorded by him as proof of the soundness of his judgment that "the first class of girls permitted to take the full course in mathematics stood considerably higher, on the average, than the boys." The other high schools opened during this period admitted both boys and girls, though in some cases to separate departments. In respect to high schools, as to other organized forms of social activity, Ohio was the pioneer State of the West. Before other communities in this vast region were ready for high schools their maintenance as a necessary part of a public school system had passed beyond all question.

As a rule high schools have followed the course of the elementary schools in admitting both sexes. Where this was not the case from the first—as in Boston, New York, Philadelphia, Baltimore, and a few other cities of the Atlantic seaboard—there was generally a struggle before the claim of girls for like provision was recognized.

It is important to remember how far local conditions explain these initial distinctions, because prejudices engendered of custom still lend a coloring to the arguments pro and con whenever the question of coeducation is agitated. The policy was fostered in the West by the conditions of pioneer life and the easy spread of democratic ideas in new and adventurous communities. That there was the lingering spirit of patrician exclusiveness in the eastern preferences for separate high schools is indicated by the contrary attitude in respect to normal schools. The first institution of the latter class in this country—an outcome of the labors of Horace Mann, Henry Barnard, and their coworkers in the cause of popular education—was established at Lexington, Mass., in 1839. The school was, indeed, characterized by the vote of the board of education as "a normal school for the qualification of female teachers," but the same vote carried also a second normal school for both sexes, which was opened the following year at Barre. Two years later a third normal school, also coeducational, was opened at Bridgewater, the first class numbering 21 women and 7 men. The movement spread rapidly, preserving in its course the original policy; but the institutions

were identified in the public mind with the common or elementary schools, and it was some time before their true character as professional schools of a high order was recognized and their policies studied for their general interest.

EARLY EFFORTS FOR PROMOTING THE HIGHER EDUCATION OF WOMEN.

This survey of influences that were shaping public sentiment with respect to the education of women would be incomplete without reference to the early efforts for promoting in their behalf what was distinctly recognized as higher in contrast with elementary education or special training. The persistent appeals of Mrs. Emma Willard through the press and before the legislature of New York, and the heroic efforts of Mary Lyon in Massachusetts, broke down in centers of commanding influence the notion of woman's limitations, which, like all traditional beliefs, has shown wonderful tenacity. The sanction of a charter for Mount Holyoke Seminary, won by Mary Lyon from the Massachusetts legislature in 1836, and the corresponding triumph of Mrs. Willard, who the following year secured a charter for Troy Female Seminary from the New York legislature, were events of national importance. Both institutions stood for serious work and high standards as against the superficiality of fashionable schools. The public agitations from which they sprung had drawn wide attention to the enterprises, and the seminary movement, like the free school and the normal school movements, spread far beyond the centers in which it arose. A ripple of the movement is noticeable in Georgia in the establishment of Wesleyan Female College at Macon, which was chartered the same year as Mount Holyoke, with authority to confer degrees.

These institutions indirectly promoted coeducation, for as time passed it became evident that their work and aims were incompatible with those of higher education in the college or traditional sense of that expression. They could not command the necessary resources nor students of adequate preparation for forceful college work.

The first college in this country to admit women on the same basis and to the same classes as men was Oberlin College (originally Oberlin Collegiate Institute), founded in 1833 in an isolated district of Ohio. From the outset the new institution stood for so many unpopular ideas, social and theological, that the mere fact of the admission of both sexes excited little attention. Indeed, the original plan of the institution included a special department for women similar in scope to the seminary work, and it was not until 1837 that women were admitted as full collegiate students under the pressure of a normal expansion of the inner life of the institution. The innovation seems to have caused little comment even within the college itself until several years later, when a variety of influences had combined to make coeducation a subject of earnest discussion in many quarters. Oberlin then became a model and exemplar for all colleges that proposed the open door for women. Before this period arrived the Oberlin experiment was supplemented by the establishment of Antioch College at Yellow Springs, Ohio, which was coeducational from the start. The college was opened under the presidency of Horace Mann, although this distinguished educator entertained at the time serious doubts as to the wisdom of coeducation. His attitude in this respect was readily inferred from his inaugural address, and also from a by-law that he sanctioned prohibiting marriages between students during their connection with the college, but in spite of his dubious support of the policy it gained strength from his relation to the new institution. Not the least triumph of Antioch was its complete conversion of its own president to the full support of the new system.

EFFECT OF INDUSTRIAL CHANGES.

The various efforts for the promotion of public education or the upbuilding of private institutions here reviewed were deeply involved with that profound move-

ment of thought and feeling which had overturned political systems in Europe and infused new social ideals into the minds of all thinking men. The ordinance of 1787 was passed on the eve of the French Revolution, and Oberlin recalls by its charter date the initial steps in public education in the two foreign countries most closely related to the early history of our own. In that year (1833) was passed Guizot's law, the basis of the primary school system of France. In the same year the English Parliament made the first appropriation (£20,000) in aid of popular education. Both measures grew out of the spread of democratic principles as indicated by the increase of popular suffrage; but underlying these political changes was an industrial revolution, which extended also to our own country.

The period from 1830 to 1860, marked, as we have seen, by the growth of the public school system in the eastern and north central divisions of our country, witnessed also the transfer of many industries from the home to factories, thus depriving women of their wonted occupations and thereby diminishing their economic importance. As a consequence, a feeling of unrest rose in the minds of forceful women and gradually affected entire communities. Women of special talent found their way into journalism. Mrs. Ann S. Stephens, who in 1837 became an editorial writer and literary critic for the *New York Evening Express*, was followed by a brilliant company of women—Mrs. Lydia Child, Margaret Fuller, Mrs. Jane G. Swisshelm, Grace Greenwood, Harriet Beecher Stowe, Gail Hamilton, to name a few belonging to the earlier years of this period—who aided powerfully in breaking down the traditional notion as to the mental limitations of their sex. Women took courage and began here and there to agitate for other fields of activity. In 1845 Elizabeth Blackwell formed the daring resolution of studying medicine. Around her name clusters a small but remarkable group of women, whose determined spirit opened up the profession to women, with all that it entailed in the way of schools and hospitals for their suitable preparation.

PUBLIC PROVISION FOR NEW EDUCATIONAL DEMANDS.

Of far greater moment than this stirring of individual aspiration was the rising demand for a new order of education—"practical education," to use the common misnomer—which affected the whole industrial world. The relation between the commercial advantages of a people and the special training, scientific and artistic, of its industrial classes was strikingly illustrated by the first international exposition (the Crystal Palace Exposition, London, 1851), which as an educational force has never been surpassed by any succeeding event of the kind. Our own country was not indifferent to the lesson, and in 1862, in the midst of the distractions of civil war, Congress set its seal to the slowly forming purposes of the new industrial era by a measure of wider application and possibly deeper import than the land reservations of 1787. This measure was the land-grant act of 1862, appropriating 10,000,000 acres of land for the endowment of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the States may, respectively, prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The effect of this bounty upon the growing interest of woman's education was not the least surprising of its many unforeseen consequences. In the Northwestern States the land grant was generally regarded as a provision upon which women had the same claim as men, and the policy of coeducation, which had already been adopted by the State universities of Iowa and Wisconsin, endowed by the land reservation of 1787, was adopted by the land-grant colleges throughout the West. The successive State universities of that section followed the same course, and thus the entire system of public education in the West presented from the lowest

primary school to the highest university classes complete equality of provision for both sexes.

RISE OF COLLEGES FOR WOMEN.

In 1861, when the land-grant act was already under consideration, an event occurred in the eastern section of our country which strengthened the tendencies toward separate education for men and women. In that year Mr. Matthew Vassar, of Poughkeepsie, N. Y., conveyed to trustees stocks, bonds, etc., of the total value of \$408,000, to found a college which, as stated in his own words, "shall accomplish for women what our colleges are accomplishing for men." The trustees to whom Mr. Vassar committed the enterprise carefully canvassed the whole subject, considering the possible adaptations of the usual college course to the needs of woman, and more particularly the means of making her college residence safe and healthful. It is amusing now to recall the fears expressed in many quarters as to the effect of this very cautious experiment in college education upon womanly character—fears which drew from Mr. Vassar an emphatic expression of his own ideals. "It is my hope," he said, "indeed, it has been the main incentive to all I have already done or may hereafter do or hope to do, to inaugurate a new era in the history and life of woman. I wish to give one sex all the advantages so long monopolized by the other. Ours is and is to be an institution for women, not men. In all its labors, positions, rewards, and hopes the idea is the development and exposition and the marshaling to the front and the preferment of women, of their powers on every side, demonstrative of their equality with men. * * * This, I conceive, may be fully accomplished within the rational limits of true womanliness and without the slightest hazard to the attractiveness of her character. We are, indeed, already defeated before we commence if such development be in the least dangerous to the dearest attributes of her sex. We are not the less defeated if it be hazardous for her to avail herself of her highest educated powers when that point is gained. We are defeated if we start upon the assumption that she has no powers save those she may derive or imitate from the other sex. We are defeated if we recognize the idea, ^{that} she may not, with every propriety, contribute to the world the benefits of matured faculties which education works." We are especially defeated if we fail to express by our acts our practical belief in her preeminent powers as an instructor of her own sex."

The statement reflects very plainly the adverse sentiments that the experiment had excited and also shows how little sympathy the founder had with those who advocated the plan of identical education for men and women. The novelty of this experiment, the noble spirit of the founder, the beauty of the site, the admirable plan of the buildings, the influential patronage which was attracted, combined to give éclat to the new institution. At the time, as President Raymond observed, not a single endowed college for young women existed in all Christendom. The example was contagious. Vassar did not assume full collegiate rank till 1868; two years after, Wellesley followed; the next year, 1871, Smith was founded; and thus the policy of separate education to which the older colleges of the East were committed was enormously strengthened.

THE NEW ERA—ITS PROBLEMS AND THEIR SOLUTION.

In the general history of education 1870 stands forth as a memorable date; in that year was passed the education law by which the English Government was pledged to secure elementary education for every child in the realm; the same year was proclaimed the French Republic, whose existence is staked upon a system of state education; in that year also the Prussian Government, alarmed, it is

stated, by the declaration of papal infallibility, issued new school regulations, emphasizing the paramount right of the state in respect to the control of popular education. In the United States, as we have seen, the tentative period of the public school systems was virtually completed before 1870. The essential principles of such a system—support by public taxation, public supervision, public provision for the training of teachers, free tuition for all youth from the primary school to the door of the college, compulsory school attendance—one and all had been adopted in every State. Recent events—the land-grant act of 1862 and the establishment of the Bureau of Education in 1868—had also shown on the part of the Federal Government a growing sense of responsibility in respect to this great interest. Two educational questions were then uppermost in our country—namely, that of new adjustments of college education and that of higher education for women. By the passage of the land-grant act the two questions had been brought into close relation, since it was very generally conceded that women should not be excluded from a share in the Government bounty. College facilities for women were multiplying, and events seemed to indicate that coeducation would prevail in the West and separate education in the East. The South had scarcely yet applied itself to the problem.

While such was the general situation in 1870, two events occurred about that time which greatly modified the outlook in the East—Cornell University, enriched at once by the land grant and the liberal benefactions of Mr. Cornell, was formally opened at Ithaca, N. Y., in 1868. The institution stood for the departures in higher education which were being agitated throughout the civilized world. The forceful and deliberate manner in which the new problems were undertaken, the remarkable character of the two men—Mr. Ezra Cornell, the founder, and Mr. Andrew D. White, first president of the institution, who together had worked out the plan of its operations—excited universal interest. The college was at first opened to men students only, but at the inaugural ceremony, which was of an imposing character, both Mr. Cornell and Mr. White expressed the hope that the university might speedily offer every advantage necessary for the higher education of young women equally with young men. "Speaking entirely for myself," said Mr. White, "I would say that I am perfectly willing to undertake the experiment as soon as it shall be possible to do so." The mere expression of this hope brought the means for its realization. Upon the evening of the inaugural day Mr. Henry W. Sage went quietly to President White and said: "When you are ready to carry out the idea of educating young women as thoroughly as young men, I will provide the endowment to enable you to do so." Mr. Sage's purpose strengthened with the growth of the university, and shortly after, all other difficulties being then practically removed, he renewed his offer. A committee, of which President White was chairman, made an exhaustive study of all questions relating to coeducation, visited the leading institutions in which it had been tried, corresponded with eminent educators, and in a report, which reviews at length the whole problem, recommended the acceptance of the offer. That offer was of an endowment of \$250,000 upon the simple condition that "instruction shall be afforded to young women by the Cornell University as broad and thorough as that now afforded to young men." In April, 1872, the offer was formally accepted by the trustees, and women were admitted to all the privileges of the university.

The University of Michigan, whose commanding influence was already foreshadowed, had opened its doors to women two years previous, and its example had great weight at Cornell. Meanwhile, in conservative Massachusetts, measures had already been started which in 1899 resulted in the incorporation of Boston University with coeducation as one of several distinguishing features. The spirit of the institution in this respect was frankly set forth by the president, Dr.

William F. Warren, in the first "Yearbook" of the new institution. "A fourth fundamental idea with the organization of Boston University," he says, "was, and is, that a university should exist not for one sex merely, but equally for the two. Class schools are very well in their place. Schools for the feeble-minded, reform schools, schools for deaf-mutes—no one should object to these. So, if any class of philanthropists feel called upon to organize special schools for girls or boys constitutionally too delicate to bear the nervous shock of school association with the other sex, let no one oppose. Such institutions may serve to illustrate the tender and gentle charities to which our Christian civilization gives origin, but a university exists for altogether different purposes. It is not instituted for the benefit of a class. It is the highest organ of human society for the conservation, furtherance, and communication of knowledge; for the induction of successive generations into its possession; for the service of mankind in all highest social offices. To artificially restrict the benefits of such an institution to one-half of the community by a discrimination based solely upon a birth distinction is worse than un-American. It is an injury to society as a whole, a loss to the favored class, a wrong to the unfavored.

"Boston University, therefore, welcomes to all its advantages young women and young men on precisely the same conditions. It welcomes women not merely to the bench of the pupil, but also to the chair of the professor. It is the first institution in the Commonwealth of Massachusetts to admit the two sexes to common advantages in classical collegiate studies; the first in the world to open the entire circle of post-graduate professional schools to men and women alike. Nor is any fear whatever felt lest the newly enfranchised class prove in the end incapacitated, either intellectually or by physiological constitution, for making a wise and beneficent use of these new-found facilities." (Boston Yearbook, 1874, p. 24.)

These events occurring in rapid succession excited intense interest. Conservative sentiment in the East was alarmed, and earnest efforts were put forth to stay what was regarded by many people as a serious evil. Notable among these efforts was a contribution to the general discussion by Dr. E. Clarke, entitled "Sex in education." The author opposed the new movement from considerations of woman's physical constitution, and even went so far as to declare that identical education for boys and girls, "the prominent characteristic of our American school system," was responsible for the physical degeneracy of American women. A large part of his essay was taken up with accounts of particular cases illustrating this degeneracy, but the relation between these cases and the education of the unfortunate subjects was scarcely proven. The importance of Doctor Clarke's main consideration—namely, that of the physical welfare of women students—can hardly be exaggerated, but his inference with regard to coeducation was not well based at the time, and has no longer any force, because of the adjustment of school and college conditions to the needs of different classes of students. In this respect the change since 1870 is so marked that we may call the last three decades the period of special adjustments, and it may readily be shown that this change, which is as beneficial to men as to women, is largely the outcome of the movement for woman's education.

Doctor Clarke's discussion called forth vigorous rejoinders, among which were two books of special note, namely, *Sex and Education*, and *The Education of American Girls*. Against scientific theories, well-known experts submitted in these books the results of extended observation and of actual experience in respect to the processes and the effects of mental discipline. In a contribution to the former work, Thomas Wentworth Higginson pointed out the chief weakness in Doctor Clarke's argument, i. e., the want of a sufficient basis of facts.

At that time, indeed, no systematic effort had been made to collect and sift the

facts as to the actual effects of coeducation in places where it was already practiced. The want has since been well supplied by the collection of vital statistics published by the Collegiate Alumnae Association, and by a similar collection, "Health statistics of women students at Cambridge and Oxford and of their sisters," due to the efforts of Mrs. Henry Sidgwick.^a

The stubborn facts disclosed by the investigations refute the unsupported assertions of alarmists. They show, as Professor Angell humorously puts it, that "the audacious young female who attempted to follow the same collegiate course as her brother generally insisted on the retention of oppressively good health; and she has done even worse things to discredit the general calling of prophet by discovering numbers of educated men who were willing and eager to attempt matrimony with her assistance. Worst of all, when she has married, she has had a normal number of vigorous children." Nothing, indeed, is left "the irreconcilables on these points" but to "deny themselves the luxury of the available statistics."

Public school officials were naturally drawn into the early discussion of coeducation, as the public high schools furnished a point of attack for its opponents and also the most extended experience with reference to its effects. Doctor Harris, at that time superintendent of public schools in St. Louis, went into a full discussion of the subject in his report for 1872-73, meeting objections such as Doctor Clarke had advanced by the actual results of coeducation in his own city and disclosing the relation of the policy to advancing civilization. Dr. E. E. White, then editor of the *Ohio Educational Monthly*, in a paper published in the *National Teacher* (June, 1872), supported the policy as it had developed in high schools while admitting the need of special caution with respect to its further extension, and Doctor Philbrick, superintendent of public schools, Boston, avowed his opposition to the policy.

The literature of the subject which accumulated thus between 1870 and 1875 foreshadowed the lines which all subsequent discussions have followed, and afforded one of the earliest illustrations in this country of the substitution of fact and experience for a priori theories in the investigation of social problems. The physiological argument against coeducation and in general against higher disciplinary education for women has shifted its basis slightly in consequence of the tendency to interpret all social phenomena in biological terms, but it reduces practically to that advanced by Doctor Clarke. Meanwhile the accumulated experience of thirty years has merely added weight to that which showed the exaggerated inferences from this argument when it was first advanced.^b

Looking back thus over the past, it is easy to see that public education in our country is a growth in which all the parts are organically related. The admission of girls to the public schools and subsequently the admission of young women to the publicly endowed colleges and universities came about naturally, and was a well-established policy prior to 1870. This date, as we have seen, may be conveniently taken to mark the close of the merely formative period of our State systems of education. In the sifting that has since been going on, temporary expedients have been gradually eliminated; continuance and progress since that date may be taken as signs of vital force. Peculiar interest therefore attaches to the history of coeducation since the year specified. In this consideration only secondary schools and higher institutions—colleges and universities—demand attention, as the policy of elementary schools in this respect has passed beyond all question.

^a See Report of the Commissioner of Education, 1901, vol. 2, pp. 1278-1281.

^b For an extended bibliography of coeducation see the Commissioner's Report for 1901, vol. 2, pp. 1310-1315.

PROGRESS OF HIGH SCHOOLS AND THEIR RELATION TO COEDUCATION.

The most noticeable fact in the recent history of high schools is the increase in their numbers, or, to state it more impressively, in the number of youth brought under their influence.^a The 6,292 high schools reported in 1902 enrolled 550,611 pupils (236,914 boys, 323,697 girls), and of this number 95 per cent, or a total of 523,344 pupils (215,944 boys, 307,400 girls), were in coeducational schools. In this respect there is no break between the high schools and the lower grade public schools, in which at least 96 per cent of the pupils are enrolled in mixed classes.

The few separate high schools for boys and girls are in cities situated for the most part on the eastern border of the country. They form exceptions, however, to the general practice even in their own States, and as a rule are survivals from the period of cautious experiments rather than indexes of public opinion or sentiment.

From the replies to special inquiries respecting the subject issued by the Bureau of Education in 1891 and 1901,^b it appears that of 628 leading cities of the country 15 only had separate high schools in 1891; in 1901 the number had fallen to 12. The chief cities reporting separate high schools and their actual status in this respect in 1901 were as follows:

Cities.	High schools.		Per cent of high school pupils in co-educational schools.
	Total number.	Number co-educational.	
Boston	12	7	<i>Per cent.</i> 50
New York	10	6	45.7
Brooklyn	6	3	42.8
Chicago	15	14	c 93.3
San Francisco	4	3	-----
Baltimore	5	1	-----
New Orleans	3	0	-----

A second matter of great significance in our present consideration is the constant increase in the proportion of pupils of public high schools in the college

a Number of secondary students in public and private secondary schools.

Year.	In public high schools.	In private high schools.	In both classes of schools.	Year.	In public high schools.	In private high schools.	In both classes of schools.
1871	-----	38,280	-----	1887-88	116,009	69,600	185,609
1872	-----	48,660	-----	1888-89	125,542	79,440	204,982
1873	-----	56,640	-----	1889-90	202,963	94,931	297,894
1874	-----	61,860	-----	1890-91	211,596	98,400	309,996
1875	-----	68,580	-----	1891-92	239,556	109,739	349,295
1876	22,982	73,740	96,722	1892-93	254,023	102,375	356,398
1877	24,925	73,560	98,485	1893-94	289,274	118,645	407,919
1878	23,124	73,620	101,744	1894-95	350,069	118,247	468,316
1879	27,163	74,160	101,323	1895-96	380,493	106,654	487,147
1880	23,600	75,840	102,449	1896-97	409,493	107,633	517,126
1881	36,594	80,160	116,754	1897-98	449,600	105,225	554,825
1882-83	39,581	88,920	128,501	1898-99	476,227	103,838	580,065
1883-84	34,672	95,280	129,952	1899-1900	519,251	110,737	630,048
1884-85	55,307	97,020	132,327	1900-1901	541,730	108,221	649,951
1885-86	70,241	86,400	156,641	1901-2	550,611	104,690	655,301
1886-87	80,004	83,160	163,164				

The relative increase of public high schools as compared with private schools is emphasized by the expression in ratios. In 1876 the public high schools comprised 23.75 per cent of secondary pupils; in 1882, 30.8 per cent; in 1892, 70.39 per cent; in 1902 their proportion had increased to 84.02 per cent.

^bFor full results of these inquiries see Commissioner's Report for 1901, vol. 2, pp. 1218-1229.

^cThe remaining pupils (651) are in a separate high school for boys.

preparatory classes. In 1902 the schools named had a total of 58,691 students preparing for college as against 25,574 in the private high schools and academies. Considering the graduating classes alone the numbers were, respectively, 21,018 and 5,141.

Even in the North Atlantic States the public high schools exceeded the private schools in the number of pupils preparing for college, the totals for each class of schools being, respectively, 22,329 and 12,074. In the western States the public high schools have almost a monopoly of college preparatory work.^a Throughout this section the public high schools and State universities have been closely affili-

a Public high schools—Distribution of secondary students in college preparatory courses in 1902.

Geographical sections.	Secondary students.			Secondary students preparing for college.					
				Classical course.			Scientific courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	226,914	323,697	550,611	14,298	16,499	30,797	16,406	11,488	27,894
North Atlantic Division.....	75,888	105,143	181,031	6,823	6,370	13,193	6,190	2,946	9,136
South Atlantic Division.....	11,024	16,937	27,961	795	989	1,784	519	213	732
South Central Division.....	16,450	24,004	40,454	1,007	1,262	2,269	899	588	1,487
North Central Division.....	109,736	156,714	266,450	4,951	6,730	11,681	7,278	6,340	13,618
Western Division.....	13,816	20,899	34,715	722	1,148	1,870	1,520	1,401	2,921

Geographical sections.	Graduates in class of 1902.			College preparatory students in graduating class of 1902.		
	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	23,786	42,476	66,262	9,988	11,030	21,018
North Atlantic Division.....	8,070	13,779	21,849	3,408	2,725	6,133
South Atlantic Division.....	958	2,181	3,139	435	589	1,024
South Central Division.....	1,217	2,633	3,850	524	748	1,272
North Central Division.....	12,181	21,466	33,647	4,863	6,005	10,868
Western Division.....	1,360	2,417	3,777	758	963	1,721

Private high schools and academies—Distribution of secondary students in college preparatory courses in 1902.

Geographical sections.	Secondary students.			Secondary students preparing for college.					
				Classical course.			Scientific courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	51,536	53,154	104,690	9,016	5,346	14,362	8,421	2,791	11,212
North Atlantic Division.....	20,900	18,893	39,793	4,475	2,066	6,481	4,701	892	5,593
South Atlantic Division.....	9,098	9,610	18,708	1,671	1,116	2,787	985	347	1,333
South Central Division.....	9,805	9,541	19,346	1,504	1,103	2,607	1,007	760	1,767
North Central Division.....	8,680	11,248	19,928	1,123	898	2,024	1,175	594	1,769
Western Division.....	3,053	3,862	6,915	240	223	463	552	198	750

Geographical sections.	Graduates in class of 1902.			College preparatory students in graduating class of 1902.		
	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	5,608	5,817	11,425	3,470	1,671	5,141
North Atlantic Division.....	2,957	2,636	5,593	2,028	694	2,722
South Atlantic Division.....	731	697	1,428	383	240	623
South Central Division.....	643	670	1,313	334	235	569
North Central Division.....	1,027	1,450	2,477	587	402	989
Western Division.....	250	364	614	138	100	238

ated by the accrediting plan; that is, the acceptance of the certificate of an approved high school in lieu of examination for admission to the higher institution. This policy, starting with the University of Michigan in 1870, spread rapidly, and has welded together in a compact system the entire public provision for education in States maintaining a State university. Many private universities and colleges have also adopted the policy, so that every State in the Union is now included in its operations.

The increase of scholastic relations has greatly increased the influence of the high schools upon the universities, and undoubtedly explains in part the rapid spread of coeducation in the higher institutions. Indeed, both on account of the phenomenal increase in the number of high schools, the expansion of their curriculum, and their public support, it is safe to assume that a policy adopted by an overwhelming majority of these schools can not be excluded from the higher institutions, which are so largely recruited from them.

The facts here presented leave no doubt as to the position of our public schools with respect to the coeducation of the sexes. It is the policy generally pursued, heartily indorsed by the great majority of supervising officers, and strongly supported by the people in all sections of the country. If additional proof were needed that parents favor this policy, it would be found in the fact that more than half of the secondary private schools of the country, comprising 43.7 per cent of the total enrollment in this class of school (44,853 pupils in a total of 104,690), are coeducational.

Since the public school is the only school that three-fourths of the people ever attend, the association of the two sexes as there maintained must have a very great influence upon their social and business relations in after years. It explains in a great measure the freedom that women enjoy in this country with respect to the pursuit of careers, and especially the large share which they take in the educational work of the country.^a Relations which would cause great irritation and annoyance in countries where separate education is the rule, here come about naturally and without friction.

PROGRESS OF COEDUCATION IN COLLEGES AND UNIVERSITIES.

It should be premised in this consideration that the terms "college" and "university" have not in this country the same definite meaning as in Great Britain or continental Europe. In general, however, it may be said that a university in the United States includes a college department, in which students complete a course of study leading to the bachelor's degree. So far the universities are like the colleges. But, in addition, a university generally includes also a department of post-graduate work and professional schools. Our present consideration relates in particular to colleges and college departments of universities, which for convenience may be designated simply as colleges.

The increase in the number of coeducational colleges since 1870 may be taken as a sign of the progress in this country in respect to the higher education of women, as the colleges exclusively for women—that is, establishments having the same

^a In the public schools (all grades included) 72 per cent of the teachers are women. Their relation to the public schools does not stop here. They participate as school officials and also, through the exercise of the ballot, in the local conduct of school affairs.

The number of women serving as district school officers appears to be comparatively large, but there are no complete statistics on this point. The number of women serving as county school superintendents in States having this office is 224.

As a rule women are eligible to the school boards of northern and western cities, and 11 women hold the position of city school superintendent.

In two States, Colorado and Idaho, women are at the head of the public school system, holding the position of State superintendent.

In 27 States and 2 Territories women have the right to vote for school officers.

standards as the colleges for men—were, with few exceptions, opened just about the year mentioned. In that year the United States Bureau of Education began the work of collecting statistics from the entire country, and by 1873 the Annual Report had become quite complete for all sections. Particulars were given in that report of 97 coeducational colleges having 2,147 women in their college departments. In 1880 more than half the colleges of the country, 51.3 per cent (omitting in this consideration colleges exclusively for women and land-grant colleges not departments of universities), reported coeducation either in the preparatory departments or in both preparatory and collegiate departments. Considering the latter only, there were 128 universities and colleges, or 35.7 per cent of the total number reported, which admitted women to the college classes. The 2,323 women regularly matriculated in these institutions formed 7.2 per cent of the total number of their undergraduates. In the decade 1880 to 1890 the number of coeducational colleges had increased to 65.6 per cent of the total number and the proportion of women matriculated to 19.5 per cent of the total number of college students. In 1900 the proportion of coeducational colleges had reached 71.6 per cent, and the proportion of women in their collegiate departments 24.7 per cent of the total registration. Many of these institutions are small denominational colleges, drawing their patronage chiefly from members of their respective communions and surrounding their students with the influences of cultured Christian homes. Like the high schools of the country, they are in close sympathy with the people and reflect in a very practical manner the prevalent ideals, moral and social, of their respective communities. These colleges are, without exception, affiliated with Protestant denominations, the corresponding Roman Catholic colleges being always exclusively for boys. While colleges of the class referred to represent a very important part of the educational provision of the country and have had no small influence in fostering coeducation as a policy, they are of less importance as an index of its extension than larger institutions, and especially those that may justly claim university rank. But with all allowances that must be made for differences in the resources and standards of the institutions classed together as universities and colleges, comparison of the conditions in 1873 and in 1900 are extremely suggestive. The following tabulation shows, for the dates named, the number and geographical distribution of the coeducational institutions and the number of women students in their college departments:^a

Geographical divisions.	1873.		1890-91.		1902.	
	Number of coeducational colleges and universities.	Number of women students in the college departments.	Number of coeducational colleges and universities.	Number of women students in the college departments.	Number of coeducational colleges and universities.	Number of women students in the college departments.
United States	97	1,923	282	9,250	330	21,151
North Atlantic division	13	242	25	1,057	37	2,629
South Atlantic division	3	84	25	387	42	1,081
South Central division	11	214	49	1,705	59	2,472
North Central division	63	1,258	153	5,620	159	12,043
Western division	7	125	27	481	33	2,826

	1873.	1890-91.	1902.
	Per cent.	Per cent.	Per cent.
Ratio of coeducational colleges and universities to total number for men and for both sexes	30.5	65.5	71
Ratio of women students (undergraduates) to total number of undergraduates in the total institutions above specified	7.7	19.5	24.7

^aFor full statistics of universities and colleges see Report of Commissioner for 1902, vol. 2, pp. 1386-1497.

A clearer idea of the progress of higher education for women will be gained by considering in particular the number of leading institutions to which they are admitted.

The statistics for 1873 included 7 State universities (coeducational), of which 3 only had, at that date, above 100 students each. These were as follows:

University.	Total students.	Number of women.
Indiana University	174	16
Iowa State University	146	31
University of Michigan	393	28

Cornell University appears in the same table with 451 students, of whom 22 were women.

In the number of coeducational institutions reporting to the Bureau of Education in 1891-2 there were included 25 State universities and 12 private foundations of high order.

Since that time there have been added to the list 6 State universities, 3 Territorial universities, and 6 private institutions of university rank. Several colleges have also adopted coeducation during the last decade which in respect to scholastic standards and equipments might well be classed with some of the State institutions included above, but for obvious reasons the latter must exert an influence in the development of their States beyond what is possible for any local college.

The list of State, Territorial, and private institutions referred to comprises the following:

State and Territorial universities: Alabama (coeducation, 1893), Arizona (Territorial, opened 1891), Arkansas (changed to State university 1899), California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine (changed to State university 1897), Michigan, Minnesota, Mississippi, Missouri, Montana (opened 1895), Nebraska, Nevada, New Mexico (Territorial, opened 1892), North Carolina (adopted coeducation 1896), North Dakota, Ohio, Oklahoma (Territorial, opened 1892), Oregon, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming.

Private universities: Boston University, Tufts College (with professional departments), Chicago (1892), North Western (Evanston), Columbian (Washington, D. C.), Syracuse, Cornell, De Pauw, Washington University (St. Louis), Leland Stanford Junior (opened 1891), University of Pennsylvania, Rochester (1900), Vanderbilt.

Graduate departments or professional schools only: Brown, Clark (women admitted 1900), Yale, Columbia (graduate department 1900), Johns Hopkins (medical school 1893).

Of the institutions that have been added to the above list since 1890, as indicated by the parenthetical explanations, 2 have simply been converted into State universities and remain coeducational, as they were previously; 6 have been established during the decade, and 6 have adopted coeducation either in the undergraduate or some graduate department. It will be seen that while Vanderbilt University and the universities of Mississippi, Tennessee, and Texas were the only southern institutions of high repute or large possibilities included in the list published in 1892, 2 southern universities—namely, University of Alabama and University of North Carolina—have since adopted the policy.

The institutions above enumerated, exclusive of the four which admit women to graduate departments only, enroll 36.7 per cent of all undergraduate students in colleges that are open to men or to both men and women, and 49.5 per cent of all the women in the mixed colleges. Of the 18 universities in the country which report each more than 900 undergraduate students, 12 are included in the above list; and of the 15 institutions having each over \$2,000,000 productive funds, 7 are included in the above list. These statements will suffice to show that coed-

ucation is an approved policy in a large proportion of the richest and most influential institutions of the country. It is noticeable also that the increase in the number of coeducational institutions was particularly marked in the decade 1880 to 1890, since which date there has been little advance in this respect.

Development in respect to coeducation did not, however, cease in 1890, but simply changed its course. The number of higher institutions having become sufficient for the demand, their improvement was naturally the next step in progress. In fact, the decade following witnessed a marvelous expansion, especially in the universities of the West. Legislatures increased the annual appropriations for the State institutions, professors of distinction were attracted to them, material equipments were lavishly provided, and the number of students multiplied. In Michigan University the total registration rose from 2,420 in 1890 to 3,789 in 1902; in University of Wisconsin from 1,875 to 2,777; the State universities of Indiana and Kansas more than doubled their registration; California University increased fivefold, the total registration rising in the period from 771 to 4,176. The growing sense of the enormous importance of this section of our public domain was indicated by the princely endowments of two private universities, Chicago near its eastern limit and Leland Stanford on its western border. The overwhelming sentiment of the West explains the admission of women to these private foundations in spite of strong influences working against such decision.

The statistics annually published by the Bureau of Education throw light on several questions that have arisen in recent agitations of the policy of coeducation. Most important of these questions is that of the effect of the policy upon the attendance of men students. Considering the colleges for men only and the coeducational colleges, it appears that the total number of undergraduate students in both classes of institutions was 59,030 in 1893 and 83,581 in 1902. The proportions of men and of women students in these totals were as follows:

	Men students.	Women students.
	<i>Per cent.</i>	<i>Per cent.</i>
1893.....	80.3	19.7
1902.....	74.7	25.3

The relative decline in the proportion of men students is due entirely to the increase in the number of women students in the coeducational colleges. This is evident from the fact that there has been a marked increase in the absolute number of men students, as is shown by the following tabulation:

Number of men students (undergraduates).

	Totals.	In colleges for men only.	In coeducational colleges.	Per cent of totals.	
				In colleges for men only.	In coeducational colleges.
				<i>Per cent.</i>	<i>Per cent.</i>
1893.....	47,447	20,190	27,317	42.44	57.56
1902.....	62,430	21,569	37,870	39.34	60.66
Increase per cent.....	31.57	22.60	38.63		

It appears from the above statistics that the increased attendance of men in the undergraduate departments of colleges and universities during the decade 1893-1902 was largely in the coeducational institutions.

A second question that has arisen is that of the preference of women themselves between coeducational colleges and colleges exclusively for their own sex.

In the latter class are here included only institutions which have the same admis-

sion requirements and maintain the same standards as the colleges for men, and concentrate all their resources on college as distinguished from preparatory and secondary work. In the Reports of the Bureau of Education 13 colleges that answer to this description are classified by themselves to distinguish them from the seminaries or combined seminaries and colleges for women. Many institutions of this latter class are also authorized to confer degrees and do in fact make provision for students who desire to complete the studies that lead to these honors, but as a rule they have large preparatory departments and a small proportion of classical students. The distribution of women college students (undergraduates) among the several classes of institutions in 1902 was as follows:

Distribution of women college students.

Geographical divisions.	Number of women college students in 1902.						
	Total.	In coeducational colleges.	Per cent of total.	In colleges for women only.	Per cent of total.	In college departments of seminaries.	Per cent of total.
United States.....	37,585	21,051	56.00	5,398	14.38	11,136	29.62
North Atlantic.....	8,005	2,629	32.84	4,716	58.90	660	8.26
South Atlantic.....	6,317	1,081	17.10	603	9.56	4,633	73.34
South Central.....	6,849	2,472	36.10	-----	-----	4,377	63.90
North Central.....	13,596	12,043	89.00	50	.34	1,443	10.66
Western.....	2,878	2,826	98.20	29	1.00	23	.80

The coeducational colleges show a gain since 1893, when they comprised 49 per cent of women undergraduates as against 56 per cent in 1902, but this increase of 7 per cent is easily accounted for by the opening of new institutions in the South and West. The high ratio of enrollment in the women's colleges of the North Atlantic States is to be expected, as the chief colleges of this class are in this section. For obvious reasons location plays the most important part in determining the colleges which women attend, hence statistics throw little light on their scholastic preferences.

SPECIAL POLICIES GROWING OUT OF THE COEDUCATION MOVEMENT.

Between the two extremes of coeducational institutions as maintained in the West and the separate colleges for women characteristic of the Eastern States two modified systems have developed. The one is that of distinct colleges for men and for women forming integral parts of a university organization, illustrated by the colleges of Western Reserve University, Cleveland, Ohio; of Tulane University, New Orleans, La., and by the Women's College of Brown University, Providence, R. I.; the other modification is that of a separate college for women annexed to but not an integral part of a university, as Barnard (an annex to Columbia) and Radcliffe (annex to Harvard). These modifications show how strong and universal is the demand that women shall enjoy the largest opportunities for culture and training; at the same time they illustrate the disposition everywhere manifested to adjust these opportunities to prevailing conditions and sentiments.

The necessity of special adjustments to adapt the older colleges for men to the requirements of women was discussed as early as 1879^a by Dr. F. A. P. Barnard, former president of Columbia College, New York, and an earnest advocate of collegiate advantages for women. Doctor Barnard considered among other requirements the provision of suitable living conditions, in respect to which the colleges

^a Report of President Barnard for 1879, cited in the Commissioner's Report for 1901, vol. 2, pp. 1288-1292.

exclusively for women had already set very high standards. It will readily be seen that this is a matter of first importance where the university organization involves the idea of corporate college life and only a minor consideration where, as in the case of the majority of the State universities, the central idea is that of teaching—in other words, the presence of a corps of competent professors and ample equipments for students whose only association is that of the class room. The number of coeducational colleges in which the former idea prevails is very small, for naturally it is universities of this class (situated, for the most part, in the eastern section of the country) that have been reluctant to admit women. Tradition and sentiment, crystallized around the established order, have proved an obstinate barrier to so radical an innovation. The few coeducational universities in which corporate college life is a feature are of recent origin, and they have followed in their arrangements for the residence of women students the high precedent set by the separate colleges for women so far as circumstances have permitted. In particular, the system of residence halls for women, as carried out at Wisconsin, Chicago, and a few other universities, affords ideal conditions for the practice of that spirit of cooperation and that systematic arrangement of daily life which are essential conditions of happy homes. Indeed, college residence as now generally planned is an excellent preparation for home making.

But living conditions represent only one line of special adjustments which characterize the recent developments of higher education in this country. "The old college course," says one of our leading college presidents, "met the needs of nobody, and therefore was adapted to all alike. The great educational awakening of the last twenty years in America has lain in breaking the bonds of this old system. The essence of the new education is individualism." "Herein," he argues, "lies the opportunity for adjusting the same institution to both men and women." "An institution," he continues, "which meets the varied needs of varied men can also meet the varied needs of the varied women. The intellectual needs of the two classes are not very different in many important respects. The special or professional needs, so far as they are different, will bring their own satisfaction. Those who have had to do with the higher training of women know that the severest demands can be met by them as well as by men. There is no demand for easy or 'goody-goody' courses of study for women, except as this demand has been encouraged by men. In this matter the supply has always preceded the demand."^a

The elective system, which has broken what is here characterized as the "bond of the old," and which is now adopted to some extent at least by every university in the country, affords ample opportunity for all needed scholastic adjustments required by university students. Unfortunately, in the transition from the old to the new, there has grown up a confusion as to the difference between secondary and higher education, and still greater confusion as to the distinction between colleges and universities, which complicates the whole situation and which is sometimes mistaken for an effect of coeducation.

The recent action of three coeducational institutions, Chicago, Leland Stanford, and Wesleyan (Connecticut), discriminating in noticeable ways between the men and women students, has excited great agitation and has been widely discussed as a general reaction against the coeducation policy. This view gives exaggerated importance to measures growing out of conditions peculiar to the respective institutions.

In his official report for 1903 Doctor Harper submits a full explanation of the segregation policy recently adopted by Chicago University, for which he assigns three principal causes: (1) The proximity of the university to a large city, with

^a Care and Culture of Men, by Dr. David Starr Jordan, president of Leland Stanford Junior University (p. 126).

the attendant social distractions; (2) the high ratio of young women students to the whole body; (3) the comparative youth of the junior students. In all these respects Chicago University offers a contrast to the older coeducational colleges.^a

The action of the authorities of Leland Stanford University in limiting the number of women students to 500 at any time is in pursuance of the special purpose of Mr. Stanford, which was the endowment of a university to be distinctively for technical and graduate students.^b

The limit placed by the trustees of Wesleyan University, Middletown, Conn., upon the number of women students—namely, 20 per cent of the total number for the preceding year—appears to have been determined by the accommodations of the college home for women.

The universities whose action is thus explained are all of private origin, and their action in this matter does not affect at all the position of publicly endowed or State universities. The weight of influence from the latter, as we have seen, is wholly in favor of the association of men and women in class exercises. This is also the position of all land-grant colleges in the West. Of the 50 institutions for white students participating in this Congressional bounty, 26 are colleges or departments within the universities already considered. Of the 24 remaining institutions all but eight are coeducational. These exceptions are distributed as follows: Two in the North Atlantic division and 3 in each of the two southern divisions of the country.

THE CHOICE OF STUDIES AS INFLUENCED BY SEX.

In an inquiry as to the choice of studies on the part of students it should be remembered that in the United States college education is practically within the reach of all youth whose parents can meanwhile provide for them the necessities of life. Indeed, we may go further and say that even the poorest youth may hope for such advantages if he is willing and able "to work his way through." Hence it follows that in this country liberal education is not, as in many countries of Europe, the particular privilege of the nobly born or the rich, but is valued as something desirable in itself or leading to higher opportunities of usefulness or self-advancement, a conception which is indicated by the rapid spread of the elective system.

The opinion has been often expressed that within the prescribed limits the choice of studies by women students is widely different from that of men. This fact is indeed recognized by Professor Angell, of Chicago University, in the most discriminating article on coeducation that has appeared during the recent agitations of the subject. "It must be admitted," says this author, "that on the instructional side only one difficulty of serious import appears to exist. This is the tendency toward sex segregation in certain courses of which we have already spoken at length."^c

It is difficult to estimate the effect of this tendency, so far as it exists, on account of the lack of statistics showing the scholastic classification of students. In the case of the few institutions that give this information there is found to be an excess of women students in certain courses and of men students in others; but it is equally evident that the choice is determined not by sex, but by the practical consideration of careers that may be followed after graduation. In the University of California, whose catalogues give the desired classification, the proportion of women in the several subjects in the senior class of 1902 was as follows: Letters, 54 per cent; social science, 68 per cent; natural sciences, 66 per cent;

^a See pp. 1073-74.

^b See letter from President David Starr Jordan in the Commissioner's Report for 1901, vol. 2, p. 1233.

^c "Some reflections upon the reaction from coeducation," by Prof. James Rowland Angell, *Popular Science Monthly*, November, 1902.

chemistry, 20 per cent; agricultural, commercial, and engineering courses, no women. In the University of Wisconsin, which also gives these particulars, the proportion of women in the several branches in the senior class was as follows: English, 34 per cent; modern classics, 75 per cent; civics and history, 27 per cent; general science, 18 per cent; philosophy, 39 per cent; ancient classics, 49 per cent. In this university the engineering department is entirely distinct from the college of letters and science and has no women students. The only excessive "segregation" shown by the above is that of men in technical courses leading to professions of which they have the monopoly.

As to the choice of studies by students in the whole body of the colleges there is no index save the statistics of degrees conferred. These statistics it is difficult to interpret on account of the proverbial variety of degrees recognized in the United States. The course or courses (for even here uniformity is wanting) leading to the A. B. degree still claim nearly one-half of all graduates (49 per cent), and with the courses for the B. S. degree comprise above two-thirds (67 per cent) of all college students. According to statistics for 1902, of men graduates 46.4 per cent received that year the A. B. degree, and 22.4 the B. S.; for women the corresponding ratios were, A. B. degree, 54.51 per cent; B. S. degree, 9.46 per cent. The fact that science attracts a higher proportion of men than of women students, and the classics a slightly higher proportion of women, tends to confirm the opinion expressed above of a relation between the studies elected and the careers which await graduates. This relation is emphasized also by the fact that of the two most largely attended special courses organized in universities, pedagogy shows 67 per cent of women against 33 per cent of men, and commercial courses 49 per cent of women against 51 per cent of men.

On the whole, it does not appear from the available statistics that the separation of men and women students through their respective choice of studies is so decided as to greatly affect the organization of the typical college courses or to be a disturbing influence even in the arrangement of special courses.

In one respect the presence of women in the higher institutions has had a marked effect upon courses of study. It was in the interest of women that provision was first made for instruction in domestic science. From small beginnings elaborate courses of study have developed, including chemistry as related to food, household hygiene and sanitation, and home architecture, and extending to the larger subjects of municipal sanitation, public hygiene, etc. The colleges endowed by the land grant were the first to make special provision for these branches, and they form the majority of all institutions in which the subjects mentioned have distinct recognition. Among private foundations that have organized special courses in domestic science are Leland Stanford Junior University, Chicago University, Pratt Institute (Brooklyn, N. Y.), The Drexel Institute (Philadelphia), all coeducational.

Happily, there are indications that the tendency to early specialization which the universities have developed under the pressure of industrial demands has reached its climax. Influences are at work which promise to restore the lost ideals of liberal education and to distinguish between the instruction which makes for ideal development, "the humanities," and that purely technical training whose end is aptitude in a special direction. Furthermore, the careers open to educated women are increasing in number, and these two movements must inevitably tend to equalize the proportion of men and women in the culture studies as distinguished from those of immediate utility.^a

^aThe census of 1890 gave the number of women in professional service as 311,687; in 1900 as 430,576, an increase of 38 per cent. Teachers and college professors formed the great majority in these totals—viz, 246,036 in 1890 and 327,614 in 1902. The number of women physicians increased from 4,557 to 7,387, ministers from 1,143 to 3,573, and lawyers from 208 to 1,010.

Our survey of the movement for the higher education of women in this country has been limited to provisions for general education, either literary or scientific in character. It is obvious that this movement would never have become widespread nor affected deeply, as it has done, our national life if the majority of our colleges and universities had not opened their doors to women. To duplicate for women the teaching corps and the material equipments required for higher education would be impossible. In the case of public endowments, if such duplication were attempted it would result in loss to all students, irrespective of sex. Undoubtedly many students seek college education as a preparation for some particular calling. Nevertheless its chief outcome is its uplifting power. As a national force it is, therefore, to be measured by the numbers brought under its influence, since the intellectual and moral level of national life will rise no higher than the average individual level. In this average women represent as potent an element as men; hence, with deep insight into the conditions of public welfare, the people have generally decreed that public education of all grades shall be equally accessible to men and to women.

WOMEN IN GRADUATE AND PROFESSIONAL DEPARTMENTS.

Graduate courses of instruction, from the nature of the studies which they include and the services for which they prepare students—among which the profession of teaching is paramount^a—are closely related to undergraduate work, and in the universities of the West these specialized courses have naturally known no distinction of sex. The most significant fact in the recent history of the movement here followed is the admission of women to graduate courses in certain universities of the East—notably Yale and Columbia—which exclude them from the undergraduate departments.

The tendency in this direction is particularly observed by Doctor Harper in his report upon the new arrangements in his own university. "Women," he says, "are being admitted in all leading institutions to the privileges of graduate and higher college work." Apparently he regards this action as similar to the anomalous plan of segregation recently adopted at Chicago, which separates the men and women for the first two college years and admits them to the same classes for the remaining years.

The proportion of women in mixed graduate courses as compared with men is about 3 to 8 (actually 1,456 to 3,895). Here, as in respect also to undergraduate classes, women have very little aid from scholarship or other funds.^b

As a general rule, coeducational universities maintain the policy in all departments. There are, however, numerous instances of the exclusion of women from the professional schools of such universities. This action involves no arbitrary distinction between the parts of an integral process. Professional training dif-

^a In 1902 the ratios of women teachers to the whole body of teachers in the higher grades of education were as follows:

	Percent of women teachers.
Public secondary schools	51
Private secondary schools	58
Colleges and seminaries for women	72
Coeducation colleges—	
Preparatory departments	29
College departments	10

^b Detailed statistics for 1890 show that out of scholarship and fellowship funds amounting in value to \$530,000 the funds for women amounted to only \$44,000. Additional funds of a total value of \$135,000 were available for both men and women. Since the year named efforts have been made (in particular by the Collegiate Alumnae Association) to increase the funds available for women, but the relative proportions have not been affected, as the funds for men students have also increased.

See Commissioner's Report for 1901, vol. 2, pp. 1236-1240.

fers fundamentally from general education. The former is related primarily to individual demands and controlled by professional conditions; hence it stands quite apart from higher education in the broad general sense. For this reason professional training for women, whether offered in separate schools or in the same schools with men, is an index of the growth of liberal sentiments in our country rather than, like coeducation, the outcome of democratic impulses.

Reference has already been made to the early efforts of women to secure medical training. It is a story of heroic perseverance against desperate opposition, and even persecution, and for a long time every advance in this respect was a victory over prejudice and selfishness. The efforts of women to secure training in law or theology have been less urgent than in the case of medicine, and the advance in respect to the former is consequently less noticeable. All orders of professional training are, however, now open to women in the United States, and they form an ever-increasing proportion of the total number of professional students. The following statistics show the status of professional schools with respect to the admission of women and the extent to which they were availing themselves of the provision in 1902:

Professional schools.	Total number.	Schools admitting both sexes.			Schools for women only.	
		Number.	Number of women students.	Per cent of total.	Number.	Number of students.
Schools and departments of medicine .	154	77	1,074	3.4	4	103
Schools of dentistry	56	33	162	2.0	0	0
Schools of pharmacy	59	44	218	4.9	0	0
Schools and departments of law	102	37	165	1.2	0	0
Schools of theology	148	27	108	1.4	0	0

The majority of the professional schools included in the above tabulation are situated in the North Central and Western States. The former division leads also in respect to the number of women students, excepting in the case of law, as is shown by the following ratios:

Per cent of women students in each geographical division.

Geographical divisions.	Medicine.	Law.	Theology.
North Atlantic	32.08	43.63	37.03
South Atlantic	6.2	13.93	1.88
South Central	3.56	.6	5.55
North Central	48.76	33.33	43.51
Western	9.4	8.51	12.03

The opening of professional schools to women has naturally been accompanied by the opening of the professions themselves, a matter of some social and economic importance. On account, however, of the small number of women engaged in professional practice the apprehensions expressed in certain quarters of a general disturbance of family or other normal conditions from this cause appear to be groundless. Meanwhile, because of the growing complexity of life and the demand for expert skill in dealing with social problems, especially in the great centers of population, the services of women learned in medicine, hygiene, and kindred subjects, familiar with the legal relations and restrictions of employers and laborers, or trained for the philanthropic, civic, and reformatory work that scientific sociology promotes and that even modern theology recognizes as part of its legitimate field, are becoming every day more and more indispensable to the public welfare.

The review of public education in the United States here presented reveals an inward coherency stronger than that which comes from mere external authority or formal organization. At the basis of the whole work is the conviction expressed by Washington that knowledge contributes "to the security of a free constitution * * * by teaching the people themselves to know and value their own rights * * * to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to the laws." So long as education is made an exclusive privilege this diffused intelligence as to rights and duties is impossible; hence that impulse toward universal instruction of which coeducation is but one sign. This deep import of what has been sometimes regarded as a crude expedient of pioneer life was clearly set forth by Doctor Harris in his report already referred to. "The demand of women for equal advantages in education with men," he says, "is not a temporary demand arising out of the sentimentalism incident to the epoch, but only an index of the social movement that underlies our civilization." The particular mode by which this equality shall be secured will doubtless be determined in the future, as it has been in the past, by circumstances of time and place. At present the choice of the people by an overwhelming majority is that of the open door to all schools and colleges without distinction of sex. The practice derives new force from its steady advance in Europe as the old feudal forms of society pass into oblivion.

Whatever modifications of this policy may hereafter be favored among us, it is certain that they will never impair the principle of equality, which is precious to our people, nor will they be imposed upon any class of the people except by their voluntary preference.

The history of coeducation in this country reflects so clearly the impulse from which it has arisen and the principle by which it is sustained that it seems quite unnecessary to rehearse in this survey the arguments for and against the policy. In the final analysis the latter reduce to individual cases, but so far as these deserve attention in an educational scheme they can readily be met by the elective system. This system, like coeducation, is only a phase of the movement for making education in its full extent the common privilege of our people. Both are conducting—the former by its liberalizing influence, the latter by its humanizing spirit—toward that higher but half unconscious ideal of education as an instrument for the perfection of democratic society which has haunted the minds of men for a hundred years.

SEGREGATION AT UNIVERSITY OF CHICAGO (CONDENSED FROM STATEMENT BY
PRES. W. R. HARPER).

The proposition, adopted by the trustees October 22, 1902, briefly stated, is as follows: To make provision in the development of junior college work (equivalent to freshman and sophomore college classes) as far as possible for separate instruction for men and women upon the basis of extending equal privileges to both sexes.

It does not mean that one policy is contemplated for women and another for men. In the general discussion much has been said of the so-called "segregation of women." As a matter of fact, nothing has been proposed concerning women that does not apply to men.

It does not mean that those who advocate the proposition desire to see the policy extended to any work outside of junior college work. Three important points are to be recognized in opposition to such extension: (a) The fact that women are being admitted in all leading institutions to the privileges of graduate and higher

college work; (b) the fact that in Rush Medical College, which is practically a part of the University of Chicago, the classes of instruction have been opened to women, this action having been taken within eighteen months; and (c) the fact that it would be impossible, for financial reasons, to duplicate most of the courses of instruction in the senior college and graduate schools, although such a possibility might exist in the case of professional work.

The plan does not involve two separate faculties or special rules and regulations for women as distinct from men. The work, as heretofore, will be under one faculty, at the head of which will be a single administrative officer with assistant deans. The chief administrative officer of the junior colleges will be responsible for the work with women as well as for that with men. Rules and regulations for both men and women will be made by the same faculty. It is not intended that the women of the junior colleges will be taught by instructors who are, for the most part or exclusively, women.

The proposition does involve an arrangement by which the courses of instruction in the junior colleges (elective or required) now given in several sections shall be offered, some exclusively for men and others exclusively for women.

It proposes an arrangement by which courses now repeated in successive quarters may be restricted during one quarter to women and during another quarter to men.

It proposes a continuation of the separation which has already taken place in chapel assembly, with possibly an extension of it to the division lectures.

It permits coinstruction in those courses offered to junior college students for which the registration is not sufficiently large to warrant division on an economical basis—for example, for the present one-third of all the courses offered to junior college students, roughly speaking, will be offered to men, one-third to women, and one-third will be open to both men and women.

It makes necessary the provision of separate class rooms and laboratories, just as now separate accommodations are arranged for work in physical culture. Officers of instruction who teach the junior college courses will divide their time with approximate equality between men and women.

The proposition guarantees the freedom of women in the university to enjoy all the privileges of the university and take up residence in the proposed women's quadrangle or in the present women's halls at their pleasure.

The conditions with which the University of Chicago has to deal in furnishing equal opportunities to men and women differ from those under which coeducation has thus far been tested. Little attention has been given to this fact. Three factors in particular are not found in precisely the same combination elsewhere:

(a) *Urban location*.—No coeducational institution which is likely to have an equal number of junior college students in the near future is in a large city.

(b) *Number of students*.—Coeducation has been in operation, as a rule, with smaller bodies of students than we must provide for, and the numerical ratio of men to women has differed from that which is certain to prevail in the future.

(c) *Youth of students*.—Until very recently the young women who went to college, and especially those who went to coeducational colleges, have represented a higher average of maturity and fixity of character than is to be expected when it becomes as much the rule in families above a certain level of competence for the daughters to go to college as for the sons, or even more so. Our junior college students are sure to average younger than those of institutions to which a great city population is not immediately tributary.

(For full statement see report of President Harper, 1904, pp. xcvi-cxiii.)

Status of foreign universities with respect to the admission of women.^a

Countries.	Number of universities at which no (or unimportant) distinctions are made between men and women students.	Number of universities at which women students are admitted by courtesy or special permission to some lectures and examinations.	Number of universities at which women students are admitted by courtesy or special permission to some lectures only.
England	4	2	
Wales	1		
Scotland	4		
Ireland	6	1	
Canada	5		
Australasia	5		
India	5		
France	16		
Belgium	4		
Holland	4		
Denmark	1		
Norway	1		
Sweden	2		
Germany		2	14
Austria			6
Switzerland	4	1	
Italy	21		
Spain	23		
Greece	1		
Roumania	2		
Finland	1		
Total	86	6	20

^aFrom replies to a special inquiry issued by the English department of education in 1897, revised by later information.

^bTrinity College (Dublin) has just sanctioned the admission of women.

^cIn one case the position of women students seems to be more strongly differentiated than in the other two.

LITERATURE OF COEDUCATION.

The Report of the Commissioner for 1900-1901 presents an extended bibliography of coeducation (Chap. XXVIII, pp. 1310-1325).

A large part of this material is of an ephemeral, fragmentary nature, repeating in various forms facts and opinions on the subject current at the date of publication. In the following selected bibliography the purpose has been simply to cover the history of the subject as set forth by those who have been personally familiar with its progress, together with opinions as to its practical effects based upon scientific considerations or authoritative experience.

The brief notes accompanying in some instances the titles of articles and books referred to indicate their general tenor.

ANGELL, JAMES B. Shall American colleges be open to both sexes? *Maine Jour. Ed.*, 1871, p. 264; *Mich. Teacher*, 6: 193; *R. I. Schoolmaster*, 17: 265.

Considers and answers arguments against coeducation in higher institutions, fortifying his support of the policy by testimony from other college presidents.

ANGELL, JAMES A. Some reflections upon the reaction from coeducation. *Pop. Sci. Mo.*, 62: 5.

Comprehensive and judicial discussion of the entire question.

BARNARD, FREDERICK AUGUSTUS PORTER. Should American colleges be open to women as well as to men? A paper presented to the 20th annual convocation of the University of the State of New York. Albany, 1882. *Reprinted from the proceedings of the convocation*, pp. 141-160.

Discusses objections against admitting women to the colleges for men and presents arguments in favor of the action.

— Expediency of receiving young women as students at Columbia College. Rep. of the President, 1879.

BARNARD COLLEGE. Relations with Columbia University. Circ. of Inf., 1889-90: 4. Report of the Acting Dean, 1900: 281-282.

See also Report of the Acting President of Columbia College, 1889: 16; also Report of the President of Columbia University, 1901: 7-8.

BLAKE, SOPHIA JEX. A visit to some American schools and colleges [including Oberlin, Hillsdale, and Antioch, with remarks on coeducation]. London, 1867.

Describes conditions in coeducation colleges of the United States, with incidental references to English opinion and practice.

BOLTON, SARAH KNOWLES. Higher education of women in Cambridge University, England. *Educa.*, 2: 553.

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Of historical interest.

BOSTON. School committee. Majority and minority reports of the special committee on the subject of coeducation of the sexes. Boston, 1890. 8°. [School document No. 19.] *Reprinted in An. Rept. U. S. Bu. Education*, 1891-92, pp. 814-838. Also, in part, in *An. Rep. U. S. Bu. Education*, 1900-1901, chap. xxviii, pp. 1250-1267, 1281-1283.

Reviews the history of separate high schools in Boston and presents a great body of expert testimony in favor of mixed schools.

BRACKETT, ANNA CALLENDER, *editor*. Education of American girls. New York, 1874. 8°.

Thirteen essays by representative women, embodying the results of extended observation and experiment in respect to the education of girls. A reply to Dr. Clarke's *Sex in education*.

BRODS, B. Ueber die gemeinsame Erziehung beider Geschlechter an den höheren Schulen. Mit Rücksicht auf thatsächliche Verhältnisse, hauptsächlich in den Vereinigten Staaten, Skandinavien und Finland. [Deutsche Zeit- und Streit-Fragen.] Hamburg, 1889.

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CLARKE, EDWARD H. Sex in education; or, A fair chance for the girls. Boston, 1873. 12°.

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CRICHTON-BROWNE, Sir JAMES. Sex in education. *Educ. Rev.*, 4: 164.

Discusses in particular significance of difference between men and women in respect to brain weight.

DE GARMO, CHARLES. Differentiation in the higher education of women. *Educ. Rev.*, 25: 301.

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DRAPER, ANDREW S. Coeducation in the United States. *Educ. Rev.*, 25: 109.

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DWIGHT, TIMOTHY. Status of women at Brown University. *An. Rep.*, of President, 1893.

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 Shows advantages of coeducation, as illustrated by the public schools of St. Louis, and discusses the relation of the policy to the progress of civilization.
- Health of female college graduates. Report special committee of Association of Collegiate Alumnae, together with statistical tables collated by the Mass. bureau of statistics of labor; pp. 78, Boston, 1885. *Also in* 16th An. Rep. Mass. bu. of statistics of labor, 1885. Pt. 5.
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CHAPTER XXI.

THE CATHOLIC PAROCHIAL SCHOOLS OF THE UNITED STATES.

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CONTENTS.

	Page.
Origin of the parochial school.....	1080
The idea of the church.....	1081
Cardinal Gibbons's view.....	1081
Growth of parochial schools.....	1083
School legislation.....	1083
The bishops' pastoral letter.....	1083
Church favors popular education.....	1084
A growing demand for the religious element in education.....	1085
Multiply the schools.....	1088
Facts and figures of parochial schools.....	1088
Catholic school enrollment.....	1089
Statistics of parochial schools for 1903.....	1090
Perfecting the parochial system.....	1091
School management.....	1091
Weekly report.....	1092
Monthly report.....	1092
Regulations.....	1093
Course of study.....	1093
Table showing course of study in a parochial school.....	1094
Outline of parochial school work.....	1094
Diocesan superintendents.....	1096
Teachers of the parochial schools.....	1096
Catholic teachers' institutes.....	1098
Institute programme.....	1098
School publications.....	1099
Educational results of parochial schools.....	1099

The most impressive religious fact in the United States to-day is the system of Catholic free parochial schools. Not less than a million children are being educated in these schools. This great educational work is carried on without any financial aid from the State. The parochial schools are maintained by the voluntary contributions of Catholics. For the Christian education of their children, Catholics are making tremendous sacrifices that elicit the praise of all thoughtful Americans; and at the same time they are saving to non-Catholic taxpayers a vast sum, estimated from \$20,000,000 to \$25,000,000 annually, for this is what it would cost if the children now being educated in the Catholic parochial schools had to be provided for in the public schools.

The Catholic parochial system of schools is now so perfectly organized and equipped, its efficiency as tested by practical results so well established, that few

hesitate to acknowledge that it is not only an impressive but a permanent fact. The Catholic parochial school is not an experiment; it is an assured success, and it has come to stay. There was a time when it was thought by some that the parochial school could not live beside the public school. The latter had the attractions of fine buildings, ample playgrounds, well-paid teachers, all that public money—so generously provided by the State—could provide, while the former had up to within recent years poor buildings, little if any playgrounds, and scant means for carrying on its work. The success of the parochial school is largely due to the devotion and self-sacrifice of the thousands of religious women and men—the members of teaching orders of the church—who have consecrated their lives to Christian education. To these we owe the present excellent condition of our free Catholic parochial schools; without them it would be almost impossible for the system to succeed. The network of parochial schools extending into every State and Territory is, under the guidance of the Catholic bishops and priests, of their creation.

The problem of Christian education is not peculiar to America; it is at present agitating all Christendom; it is at this moment a pivotal question in France. The passage of the recent education act in England, in which the religious principle in education is embodied, has stirred the whole Kingdom. In Italy, in Spain, in Germany, this question is always a living issue with the people.

To-day the question of education generally is receiving more attention and arousing more discussion throughout the civilized world than ever before. Mr. Moseley recently brought from England a distinguished company to study our American educational methods, and the investigation was carried on with laborious thoroughness; yet here there is no agreement on the subject. At the dinner given in New York to that commission by President Butler, of Columbia University, President Hadley, of Yale, said, very truly, "that we are ourselves only experimenters in education; that we need to learn rather than have authority to teach on the subject."

The most impressive message to England sent by American speakers was of the practically unanimous interest of the American people in education. It was pointed out by several of them that throughout this Republic the one purpose for which public money is appropriated and expended without protest from any party is the purpose of education.

In this paper it is proposed to trace the origin and development of the parochial school; to set forth the reason for its existence; to describe the typical parochial school as we find it to-day in the United States—the buildings, the management, the character of its teaching, the course of studies, the teachers, and the educational results.

ORIGIN OF THE PAROCHIAL SCHOOL.

There never was a time in the history of the Christian church when elementary schools did not exist, now of one kind, now of another. Even down in the catacombs we find next to the little chapel the schoolroom for the catechumens, where they had their own teachers, distinct from those who gave instruction to the faithful. In the East we need only mention the schools of Edessa and Alexandria. It is a well-known fact that wherever monastic institutions were established elementary Christian schools flourished. There were the episcopal school, in early days the cathedral school, the parish school, the burg school, the rural school, schools attached to the hospitals for the poor, all of which flourished at one or other time during the Middle Ages throughout Christendom. There were primary, or what we to-day call "parochial," schools everywhere. "It is a grave mistake," writes Simeon Luce, "to imagine that there were no primary schools at this period. Mention is made of rural schools in all the documents, even in those in which we

would least expect to find it, and we can scarcely doubt that during the most stormy years of the fourteenth century most villages had their masters, teaching children reading, writing, and arithmetic." In the thirteenth century, out of a population of 90,000 in Florence we find 12,000 children attending the primary or parochial schools, a ratio of school attendance that compares favorably with that of any of our American cities to-day. James Grant, in his *History of the Burgh and Parish Schools of Scotland*, bears witness to the multiplicity of such schools in Scotland:

Our burgh schools [he says] were not created by an act of Parliament; they had their origin in connection with the church or were called into existence by the people themselves, but in whatever way they were founded, undoubtedly toward the end of the fifteenth century schools were planted in every considerable town of Scotland, and the memorable act of 1496, which has been so frequently quoted, assumes the existence of schools enough for supplying the people with knowledge.

The same state of affairs existed throughout France. As early as 1500 in the Middle Rhine provinces there were primary schools every 2 miles. It is evident, then, that Christian primary or parochial schools were always and everywhere established by the church.

THE IDEA OF THE CHURCH.

The Catholic Church has always laid down this great and vital principle, namely, that secular and religious instruction shall never be parted in education. It has laid down and followed this principle from the beginning. It has laid it down not only for the elementary schools, but for the higher schools—the colleges and universities. It has never wavered; it has never receded, and it never will; and that because of the view it holds of education. Education, it maintains, is the formation of the whole man—intellect, heart, will, character, mind, and soul. Whether it be the child of the American artisan in the parochial school or the son of the millionaire in the university, it is all the same. The Catholic Church will accept as education nothing less than the formation of the whole man. It will never consent that its children shall be reared without the knowledge of their faith, or that education shall be so divorced that secular knowledge shall be made the subject of daily and earnest inculcation and that religion should be left out as an accident, to be picked up when and as it may. The Catholic Church holds that a Christian nation can spring only from Christian schools, and that neither private zeal, nor home education, nor the Sunday school suffice to supply the Christian teaching and formation of character which she desires in her children. It is because of this settled conviction that at all costs and at great sacrifices she preserves here in the United States the unbroken and unimpaired tradition of Christian education from the parochial school of the humble mission to the majestic colleges and universities of the land.

CARDINAL GIBBONS'S VIEW.

This position of the church is admirably set forth by Cardinal Gibbons in his book, *Our Christian Heritage* (p. 489 and following): "I am persuaded," he writes, "that the popular errors now existing in reference to education spring from an incorrect notion of that term. To educate means to bring out, to develop the intellectual, moral, and religious faculties of the soul. An education, therefore, that improves the mind and the memory, to the neglect of moral and religious training, is at best but an imperfect system." According to Webster's definition, to educate is "to instill into the mind principles of art, science, morals, religion, and behavior." "To educate," says Webster, "in the arts is important; in religion, indispensable."

It is, indeed [continues Cardinal Gibbons], eminently useful that the intellect of our youth should be developed, and that they should be made familiar with those branches of knowledge which they are afterwards likely to pursue. They can then go forth into the world gifted with a well-furnished mind and armed with a lever by which they may elevate themselves in the social scale and become valuable members of society. It is also most desirable that they should be made acquainted in the course of their studies with the history of our country, with the origin and principles of its government, and with the eminent men who have served it with their statesmanship and defended it by their valor. This knowledge will instruct them in their civic rights and duties and contribute to make them enlightened citizens and devoted patriots.

But it is not enough for children to have a secular education; they must receive also a religious training. Indeed, religious knowledge is as far above human science as the soul is above the body. The little child that is familiar with the Christian catechism is really more enlightened on truths that should come home to every rational mind than the most profound philosophers of pagan antiquity or even than many of the so-called philosophers of our own times. He has mastered the great problem of life. He knows his origin, his sublime destiny, and the means of attaining it, a knowledge that no human science can impart without the light of revelation. God has given us a heart to be formed to virtue as well as a head to be enlightened. By secular education we improve the mind; by religious training we direct the heart. It is not sufficient, therefore, to know how to read and write, to understand the rudiments of grammar and arithmetic. It does not suffice to know that 2 and 2 make 4; we must practically learn also the great distance between time and eternity. The knowledge of bookkeeping is not sufficient unless we are taught also how to balance our accounts daily between our conscience and our God. It will profit us little to understand all about the diurnal and annual motions of the earth unless we add to this science some heavenly astronomy. We should know and feel that our future home is to be beyond the stars in heaven, and that, if we lead a virtuous life here, we "shall shine as stars for all eternity."

It is plain, then, that we want our children to receive an education that will make them not only learned, but pious men. We want them to be not only polished members of society, but also conscious Christians. We desire for them a training that will form their heart as well as their mind. We wish them to be not only men of the world, but, above all, men of God. A knowledge of history is most useful and important for the student. He should be acquainted with the lives of those illustrious men that founded empires; of those men of genius that enlightened the world by their wisdom and learning and embellished it by their works of art. But is it not more important to learn something of the King of Kings, who created all these kingdoms and by whom kings reign? Is it not more important to study that uncreated Wisdom before whom all earthly wisdom is folly and to admire the works of the Divine Artist who paints the lily and gilds the clouds? If, indeed, our soul were to die with the body; if we had no existence beyond the grave; if we had no account to render to God for our actions, we might more easily dispense with religious instruction in our schools. Though even then Christian morality would be a fruitful source of temporal blessings; for, as the apostle teaches, "Piety is profitable to all things, having promise of the life that now is and of that which is to come."

But our youth cherish the hope of becoming one day citizens of heaven as well as of this land. And as they can not be good citizens of this Republic without studying and observing its laws, neither can they become citizens of heaven unless they know and practice the laws of God. Now, it is only by a good religious education that we learn to know and to fulfill our duties toward our Creator. The religious and secular education of children can not be divorced from each other without inflicting a fatal wound upon the soul. The usual consequence of such a separation is to paralyze the moral faculties and to foment a spirit of indifference in matters of faith.

From the Christian standpoint education is to the soul what food is to the body. The milk with which the infant is nourished at its mother's breast feeds not only its head, but permeates at the same time its heart and the other organs of the body. In like manner the intellectual and moral growth of children should go hand in hand; otherwise their education is defective and fragmentary, and often proves a curse instead of a blessing.

Guizot, the eminent French writer, expresses himself so clearly and forcibly on this point that I can not forbear quoting his words: "In order," he says, "to make popular education truly good and socially useful it must be fundamentally religious. It is necessary that national education should be given and received in

the midst of a religious atmosphere and that religious impressions and religious observances should penetrate into all its parts. Religion is not a study or an exercise, to be restricted to a certain place or a certain hour. It is a faith and a law, which ought to be felt everywhere and which after this manner alone can exercise all its beneficial influence upon our mind and our life."

In this country the citizen happily enjoys the largest liberty. But the wider the liberty the more efficient should be the safeguards to prevent it from being abused and degenerating into license. The ship that is destined to sail on a rough sea and before strong winds should be well balanced. To keep the social planet within its proper orbit the centripetal force of religion should counterbalance the centrifugal motion of free thought. The only effectual way, Catholics hold, to preserve the blessings of civil freedom within legitimate bounds, is to inculcate in the minds of youth, while at school, the virtues of truth, justice, honesty, temperance, self-control, and those other fundamental duties comprised in the Christian code of morals. (See *Our Christian Heritage*, Cardinal Gibbons.)

GROWTH OF PAROCHIAL SCHOOLS.

It is for these weighty reasons that the Catholic Church from its first beginnings in the United States has had parochial schools. In the early days these schools were few and rather poorly equipped. The buildings were not attractive and oftentimes unsuitable for school purposes. The basement of a church and sometimes the church itself was used as the schoolhouse. There was a dearth of teachers in those early days, for the teaching religious communities were not yet widely established. The school was not always well graded, and too often it was overcrowded. The results, except that the religious faith of the children was preserved, were not entirely satisfactory. There was in certain quarters, too, a disposition on the part of parents to ignore the directions of the church and to send their children to the public schools. There was, moreover, a strong popular feeling against the parochial school on the ground that it was un-American. Notwithstanding these difficulties—that the church was hampered for means, despite the popular outcry against such schools, and the dissatisfaction here and there of some Catholics—the parochial school system went on extending itself into every diocese throughout the country.

SCHOOL LEGISLATION.

When the Catholic bishops of the United States met in the third plenary council of Baltimore, in 1884, one of the most important questions they had to discuss and legislate upon was the subject of parochial schools. Laws and regulations for the establishment and management of these schools were laid down with great care and definiteness. In every parish, where it was possible, a parochial school was to be established. Catholic parents were directed to send their children to these schools. The local rector was urged, as well as the teachers, to make these schools equal to the best. Courses of studies were prescribed; there was to be a school superintendent appointed in each diocese; local school boards of competent laymen were to be selected; in fact there was nothing to be left undone to effect a thorough organization of the whole parochial school system. The rapid growth, the educational strength, and singular success of the parochial schools date from this decided action of the Catholic hierarchy.

THE BISHOPS' PASTORAL LETTER.

Here let me quote from the pastoral letter of the American Catholic hierarchy, issued at the close of the council, to the clergy and laity of the United States. Regarding this subject of Christian education, it says:

Popular education has always been a chief object of the church's care; in fact it is not too much to say that the history of the church's work is the history of civilization and education. In the rude ages, when semibarbarous chieftains

boasted of their illiteracy, she succeeded in diffusing that love of learning which covered Europe with schools and universities; and thus from the barbarous tribes of the early Middle Ages she built up the civilized nations of modern times. Even subsequent to the religious dissensions of the sixteenth century, whatever progress has been made in education is mainly due to the impetus which she had previously given. In our own country, notwithstanding the many difficulties attendant on first beginnings and unexampled growth, we already find her schools, academies, and colleges everywhere, built and sustained by voluntary contributions, even at the cost of great sacrifices, and comparing favorably with the best educational institutions in the land for completeness of equipment and thoroughness of training.

CHURCH FAVORS POPULAR EDUCATION.

These facts abundantly attest the church's desire for popular instruction. The beauty of truth, the refining and elevating influences of knowledge are meant for all, and the church wishes them to be brought within the reach of all. Knowledge enlarges our capacity both for self-improvement and for promoting the welfare of our fellow-men; and in so noble a work the church wishes every hand to be busy. Knowledge, too, she holds is the best weapon against pernicious errors in the affairs of church or state. It is only "a little learning" that is a dangerous thing.

In days like ours, when error is so pretentious and aggressive, everyone needs to be as completely armed as possible with sound knowledge, so as to withstand the noxious influences that are at work in society. In the fierce combat between truth and error, between faith and doubt, an important part of the battle must be waged by the laity, and woe to them if they are not well prepared. And if in the olden days of vassalage and serfdom the church honored every individual, no matter how lowly his position, and labored to give him the enlightenment that would qualify him for higher responsibilities, much more now in this era of popular rights and liberties, when every individual is an active and influential factor in the body politic, does she desire that all should be fitted by suitable training for an intelligent and conscientious discharge of the important duties that may devolve upon them.

And then the bishops go on to lay down in what sound education consists. A sound civilization depends upon sound popular education. But education in order to be sound and to produce beneficial results must develop what is best in man, and make him not only clever, but good. A one-sided education will develop a one-sided life; and such a life will surely topple over, and so will every social system that is built upon such lives. True civilization requires that not only the physical and intellectual, but also the moral and religious well-being of the people should be improved, and at least with equal care. Take away religion from a people and morality will soon follow; morality gone, even their physical condition will ere long degenerate, while their intellectual attainments would only serve as a light to guide them to deeper depths of vice and ruin. This has been so often shown in the history of the past, and is, in fact, so self-evident that one wonders why any difference of opinion should exist about it. A civilization without religion is a civilization of "the struggle for existence and the survival of the fittest," in which cunning and strength become the substitutes for honor, virtue, conscience, and duty. As a matter of fact there never has been a civilization worthy of the name without religion, and from the facts of history the laws of human nature can easily be inferred.

Hence education, in order to foster civilization, must foster religion. Now, the three great educational agencies are the home, the church, and the school. These mold men and shape society. Therefore each of them, to do its part well, must foster religion. But many, unhappily, while avowing that religion should be the light and the atmosphere of the home and church, are content to see it excluded

from the school, and even advocate as the best system of education that which excludes religion. Few, surely, will deny that childhood and youth are the periods of life when the character ought to be subjected to religious influences. Nor can we ignore the fact that the school is an important factor in the forming of childhood and youth—so important that its influence, when not harmonizing with the influence of home and church, is often found to outweigh and neutralize them both. It can not, therefore, be desirable or advantageous that religion should be excluded from the school. On the contrary it ought to be there as one of the chief agencies for molding the young life to all that is true and virtuous, holy and good. To shut out religion from the school and keep it for the home and the church is, logically, to train up a generation that will consider religion good for home and church, but not for the practical business of daily life. Religion, in order to elevate a people, should inspire their daily conduct, rule their whole life, govern their relations with one another. A life is not dwarfed but ennobled by being lived in the presence of God. Therefore, the school, which principally gives the knowledge fitting for practical life, ought to be preeminently under the guiding influences of religion. From the shelter of home and school the youth must go out into the busy ways of trade or professional life. In all these the principles of honesty and fair dealing should animate and direct him. But he can not expect to learn these principles in the workshop or office or the countingroom. He has to be well and thoroughly imbued with them by the joint influences of home and school before he is launched upon the dangerous sea of life.

A GROWING DEMAND FOR THE RELIGIOUS ELEMENT IN EDUCATION.

Other denominations are to-day awakening to this great truth which the Catholic Church has never ceased to maintain. Reason and experience are forcing them to recognize that the only practical way to secure a Christian people is to give the youth a Christian education. The avowed enemies of Christianity are banishing religion from the schools in order to eliminate it gradually from among the people. In this they are perfectly logical, and we here in America may well profit by the lesson. Hence the cry for Christian education is going up from the religious bodies throughout the land.

The Rev. Mr. Geer, vicar of St. Paul's Church, New York City, has recently declared that "The logic of Bible, prayer book, and tradition in the Church of England and in the daughter church, which we call Protestant Episcopal in this country, is, and always has been, Christian education at its best for her children, and on every day in the week, in the school as well as in the home." And this prominent Episcopalian clergyman continues:

There can be no effective teaching of morality without personality. We can not teach patriotism without George Washington and Abraham Lincoln. No more can Christian ethics be effectively taught independently of Christ and His church, or Jewish ethics without Moses, David, and Isaiah. Codes, commandments, and moral recommendations of any description, without personal life and power behind them, are dead matter to the soul.

Nor is it enough to say that the church and the home must attend to the religious instruction of the young, because, in their influence over children, both church and home are being weakened and slowly undermined by our "madly perverted" system of secularized education. As for the average Sunday school, everybody knows that but little religious instruction can be given in it, and often it does more harm than good by keeping the children from taking part with their parents in the services of the church. They graduate from the Sunday school without being promoted into the church.

And he concludes by declaring that—

The Roman Catholic Church is winning and holding the love of her children by reason of her great sacrifices for their moral and religious as well as for their mental training. How is this shown? By the record of the attendance of her people on divine worship; which is far ahead of that of Protestant churches.

The Rev. Dr. Morgan Dix, rector of Trinity parish, New York City, a man conspicuous for his patriotism, learning, and conservatism, in his Thanksgiving Day sermon of this year of grace 1903, asks:

What can be done to stop extravagance and display and show? What can be done to make very rich people economical and modest in dress and conduct, and saving, in order to give abundantly where gifts would help the community? What can be done to stop fools from running after each new light and taking up each new gospel? What can be done to stop married people from putting away each other as soon as they get tired of each other, and adding to the sin of unfaithfulness the fresh sin of rushing into the arms of the partners of their guilt?

And the only means this worthy man knows of to stop this flood of evil is "to put religion into our education." Nothing else, he insists, can safeguard the morals of our American society.

Rev. Dr. James M. Buckley, the well-known Methodist divine and author, shows in the December number, 1903, of the *Century Magazine* how fanaticism has run riot in the United States, notwithstanding the prophecy made fifty years ago by a distinguished American statesman "that in less than half a century Americans would be so transformed and unified by information and training that it would be impossible for it to spread." "It might start," went on to predict this statesman, "but, like a spark without fuel or air, it would glitter for a moment and disappear." Doctor Buckley proves that there is not, nor ever was, a country so cursed with "fanaticism" of every variety and kind as the United States, notwithstanding our system of universal public education. For here we have scores of communities of fanatics whose doctrines are based upon ideas incompatible with morality.

"SOUND EDUCATION IS RELIGION, AND TRUE RELIGION IS ALWAYS SOUND
EDUCATION."

One of the leading magazines recently asked a number of distinguished clergymen and laymen their opinion of the above statement.

Some of the replies are the following:

Education and religion are not synonymous. Sound education can never conflict with true religion. True religion will always uphold sound education. Education without religion is destroying morality and civil liberty in the United States.—Lorenzo J. Markoe, Minnesota.

Sound education is religious in basis. I can conceive of no sound education not founded on Christian ethics, and Christian ethics are rooted in nature and revelation. As to education being religion, I can not see it that way. Education is a process; faith is a gift of God, not a process at all.—Maurice Francis Egan.

There is no sound education that is not dominated by religion. Personal religion that is in the broadest sense true includes or implies every element of a sound education.—Willis J. Beecher.

No religion is worth the name that does not lead the whole man up and on. No education is real education unless it leads out the real man, the higher man. The all-round educated man must, in the last resort, be profoundly religious.—W. S. Rainsford, New York.

Right education should be religious, and true religion is necessarily educative.—Bishop Spalding.

Of all sound education religion must be the central element, for only that is sound education which develops the entire man; and the religious element in man, which includes his ideals and his highest loyalties, is the royal part of him. That true religion implies sound education is also obvious. Religion unites inspiration and education, open vision and trained faculty. Their action is reciprocal; each is conditional for the other.—Washington Gladden, Columbus, Ohio.

This statement is too vague, too sweeping, and therefore open to misinterpretation. I would rather say: Education is not sound without religion, and true reli-

gion is an inspiration and safeguard to education.—Henry Van Dyke, Princeton University.

Neither proposition is true as it stands. With proper explanation both propositions may be accepted. "Sound education is religion" is correct in the sense that no education is sound without morality, and no morality is sound without religion. "True religion is always sound education," but not the whole of it.—W. B. Rogers, S. J., St. Louis University.

In my opinion these two statements must be separated; they are not equivalents. I do not believe that sound education is always religion, but I believe that true religion is always sound education.—John H. Converse.

If "sound" education is the training of the whole man, then it must include religion, because the spiritual is an essential part of human nature. If true religion is the salvation of the whole man, it must embrace in the scope of its redeeming the physical and intellectual. In the words of the marriage service, "Those (education and religion) whom God hath joined together let no man put asunder."—William A. Gurry.

Prof. George A. Coe, of the Northwestern University, Chicago, addressing recently a convention of teachers in that city, asserted that—

True education must develop a normal condition of the mind. Religious education should be a part, and is a part, of that normal condition. Religion is an essential factor in human personality, and a place must be found for it in the secular curriculum. Education decides what a child is, while religion decides what a child will be in the future. It is necessary that the ideals of the people should find expression in the education of the people and their children. These ideals we draw and take from the best. It is certain that we should not put ideals in our school system from among those who have the fewest and worst ideals.

Outside of the United States, many of the best minds, the choicest spirits of the age, are in favor of the religious principle in education. In France, Brunetière, Francis Coppée, Huysman, and others hold this view after years of wandering in the field of agnosticism and a belief in a purely secular system of education.

In Germany the school of Rudolph von Eucken has made a profound impression, insisting that religion is a necessary basis for genuine progress; and Mr. Balfour, in his *Foundations of Belief*, has put the matter very clearly when he writes: "The historical fact is very clear that there is no force comparable to religion for uniting and assimilating a people."

Hence we see to-day a growing demand everywhere to make education more Christian. Thinking men are becoming alarmed at the growth of crime, especially among the young. The theory that "all sin, vice, and crime were due to ignorance," is now exploded. Says a writer in the *Century Magazine* for November, 1903:

The number of crimes committed by the highly educated is an alarming feature of the situation. The list of defaulting bookkeepers, bank tellers, clerks, and college graduates constantly lengthens, reflecting a lurid light upon the theories of those who attempt to account for the origin of all sin, vice, and crime by ignorance.

It is the aim of the friends of Christian education to lessen this rising tide of immorality and crime by fostering religion in the young. It is their endeavor to train better men and women, and thus give to the State better citizens by making them better Christians. The advocates of the parochial school system do not condemn the State for not imparting religious instruction in the public schools as they are now organized, because they well know it does not lie within the province of the State to teach religion. Catholic citizens simply follow their conscience by sending their children to the parish school, where religion can have its rightful place and influence. And in doing this they are doing a great and lasting service to the State.

MULTIPLY THE SCHOOLS.

It was this end they had in view when the bishops in the Third Council of Baltimore urged the Catholic people of the United States to multiply and perfect the parochial schools. "We must multiply them," they insisted, "till every Catholic child in the land shall have the means of education within its reach." Parents and pastors should not rest until this is done. No parish, they declared, is complete till it has schools adequate to the needs of its children. The pastor and people should feel that they have not done their entire duty until this is accomplished. And the Catholic hierarchy legislated in accordance with these views. Parochial schools were to be established in every parish where it was possible to do so. Nor was this all. The bishops provided that the parochial school system be perfected. They repudiated the idea that the parochial school need be in any respect inferior to any other school whatsoever. "And if hitherto, in some places," the bishops went on to say, "our people have acted on the principle that it is better to have an imperfect Catholic school than to have none at all, let them now push their praiseworthy ambition still further and not relax their efforts till their schools be raised to the highest educational excellence." And they concluded their appeal by imploring parents not to hasten to take their children from school, "but to give them all the time and all the advantages that they have the capacity to profit by, so that, in after life, their children 'may rise up and call them blessed.'"

FACTS AND FIGURES OF PAROCHIAL SCHOOLS.

As the result of this action of the Catholic hierarchy the parochial school system began to extend itself very rapidly. In the New England dioceses especially marked was the establishment of parochial schools; also in the dioceses of the Middle Atlantic States and in the newly formed dioceses of the West the development within a short time was very pronounced.

Within the last thirty years in the dioceses of New England Catholic educational institutions have multiplied threefold. To-day there are 352 such institutions as against 100 a quarter of a century ago, and 142,000 Catholic pupils in attendance at these schools as against 20,000 in 1875. In the archdiocese of Boston the Catholic schools almost equal in number those which were flourishing in the entire province (86 as against 100), while the number of children in the parochial schools, colleges, and academies of the archdiocese far surpasses the total attendance of the Catholic schools of the New England of thirty years ago—46,000 as against 20,600.

In the archdiocese of Philadelphia the same marked growth of parochial schools is to be observed. In 1869 there were 42 parochial schools, with an enrollment of 15,232 pupils, while last year (1902-3) there were 113 schools, with an attendance of 45,352 pupils, showing an increase over the preceding year of 1,029. The same steady growth can be witnessed in almost every diocese throughout the country.

To-day the Catholic educational system elicits the respect and earnest study of many eminent educators, and doubtless its continued development will do more than anything else to induce a more fair-minded and conciliatory attitude on the part of the public toward Catholic parochial schools.

In endeavoring to ascertain the present numerical strength of Catholic education the sources of information I have made use of are the Catholic Directory and the Report of the Commissioner of Education, supplemented, so far as possible, by private inquiry. The following statistics exhibit the results of the investigation, the attendance being summarized, for the sake of comparison, under the titles "Elementary," "Secondary," and "Higher education," in accordance with the well-known classification adopted by the United States Bureau of Education.

Catholic school enrollment.

Elementary	967, 518
Secondary—boys (high schools, academies, and preparatory departments of colleges)	14, 127
Secondary—girls (high schools and academies)	20, 874
Higher education (colleges and universities, not including seminaries) ..	4, 010
Total	1, 006, 529

If we assume as the normal the ratio which the total school attendance in the country bears to the total population, we can ascertain roughly the relative numerical strength of Catholic education by comparing with this normal the ratio which the Catholic school attendance bears to the total Catholic population. In the following table I have attempted to do this. Taking the Catholic population as 10,774,989, as given in the Catholic Directory, for the year 1900, the ratio of attendance in each class of Catholic schools to the Catholic population is compared with the ratio of attendance in all schools of the class in question throughout the country to its total population. As the ratio of percentage would be too small for the purpose of this comparison I have chosen as more convenient the ratio of 1 to 10,000. It appears, then, that there are for each 10,000 of respective population:

	Elementary students, male and female.	Secondary students.		Students in higher education, male.
		Male.	Female.	
In Catholic institutions	898	13	19	4
In the entire United States	2, 143	39	49	8

It is observed that the lowest level of numerical strength is reached in the case of our secondary schools, or high schools, for boys. The attendance here falls short by two-thirds of what it ought to be. The parochial school enrollment appears as almost one-half of the normal. In higher education the attendance is just one-half of the normal. Contrary to a widespread impression, our academies for girls have much less than their due proportion of secondary pupils. The number of academies is indeed very great, amounting all told to 672, but in most of them the secondary pupils are comparatively few, and probably the great majority of them are to be regarded in the main as select elementary schools.

The Catholic population is increasing rapidly, and it will tax our energies severely to provide additional school accommodations proportionate to this increase. Free text-books and the like in the public school accentuate the ever acute realization of the financial problems. Yet, in view of that which has been done, we may not doubt that the loyal and self-sacrificing generosity of our people will be equal to the solution of these and other problems that will arise in continuing and completing the work of Catholic education. The single fact that the parochial schools have nearly a million pupils (see statistics of parochial schools appended)—almost one-half of the Catholic children of elementary school age in the country—is splendid evidence of the solid growth of our educational system, as well as an eloquent testimony to the spirit of zeal and self-sacrifice on the part of both clergy and laity that has made such a result possible. The growth of the colleges and academies for girls has kept pace with that of the parochial schools, and if the statistics of our high schools for boys exhibit a weak point in the system, an analysis of the condition of these schools permits the encouraging hope that the present expansive movement in this department of Catholic education will succeed in bridging over the gap that has hitherto too widely separated the

parochial school and the college. The difficulties already surmounted are greater than any that the present or the future can possibly hold, and we may be permitted to hope that the new century will witness long before its meridian the realization of the ideal of Catholic education set forth by the third plenary council, of Baltimore, a thoroughly coordinated system of Catholic schools, embracing parochial school, high school, college, and university, with an enrollment including practically the whole of the Catholic school population.

Statistics of parochial schools for 1903.

Archdioceses, dioceses, vicariates-apostolic.	Parochial schools.	Children attending.	Archdioceses, dioceses, vicariates-apostolic.	Parochial schools.	Children attending
BALTIMORE	95	21,711	Leavenworth.....	35	4,000
BOSTON	75	44,538	Lincoln	21	1,829
CHICAGO	166	67,321	Little Rock	37	2,657
CINCINNATI	163	25,693	Louisville.....	58	8,260
DUBUQUE	82	16,424	Manchester.....	34	11,702
MILWAUKEE	148	30,563	Marquette.....	23	6,529
NEW ORLEANS	90	17,232	Mobile	28	3,680
NEW YORK	193	57,545	Monterey-Los Angeles	19	2,890
OREGON CITY	25	3,100	Nashville	18	2,476
PHILADELPHIA	113	44,324	Natchez	19	3,160
ST. LOUIS.....	141	24,430	Natchitoches	12	865
ST. PAUL	90	16,740	Nesqually	20	3,083
SAN FRANCISCO	37	14,093	Newark	100	37,000
SANTA FE	13	1,887	Ogdensburg	16	3,300
Albany	42	15,370	Omaha	53	5,722
Alton	65	7,814	Peoria	64	11,000
Altoona	23	6,000	Pittsburg	102	31,757
Belleville	67	7,210	Portland	23	8,800
Boise	4	400	Providence	37	19,126
Brooklyn	66	34,802	Richmond	16	2,000
Buffalo	73	23,659	Rochester	43	15,659
Burlington	19	4,779	Sacramento	9	1,400
Charleston	5	1,126	St. Augustine	11	2,245
Cheyenne	4	430	St. Cloud	25	3,144
Cleveland	156	34,979	St. Joseph	13	1,551
Columbus	37	8,945	Salt Lake	3	281
Concordia	19	1,835	San Antonio	39	5,119
Covington	36	7,101	Savannah	11	2,260
Dallas	24	2,520	Scranton	38	11,360
Davenport	42	5,855	Sioux City	43	5,876
Denver	19	5,248	Sioux Falls	28	2,810
Detroit	66	18,652	Springfield	46	21,300
Duluth	9	1,500	Syracuse	16	4,943
Erie	42	8,378	Trenton	37	8,200
Fargo	12	1,600	Tucson	6	1,000
Fort Wayne	77	13,013	Vancouver	7	400
Galveston	28	4,489	Wheeling	10	1,820
Grand Rapids	50	11,379	Wichita	25	1,911
Greenbay	84	13,800	Wilmington	10	2,547
Harrisburg	30	6,500	Winona	22	3,916
Hartford	59	25,000	Brownsville	8	1,047
Helena	9	1,700	Indian Territory	26	3,089
Indianapolis	100	14,524	North Carolina	8	612
Kansas City	40	5,343	Alaska Territory		
La Crosse	77	11,145			
Lead	4	720			
			Total.....	3,978	963,683

Besides the figures above given for the parochial schools there are 37,108 Catholic children cared for and educated in the elementary branches and in manual training in 257 institutions. These are the refuges, protectories, and orphan asylums under Catholic management throughout the country. Including these the Catholic Church at the present time is educating and caring for 1,113,031 children.

This is truly a splendid record of zeal and devotion in the cause of Christian education. Elsewhere in this paper it was stated that this is the "greatest religious fact in the United States to-day—over a million children educated in the Catholic parochial schools without any aid from the State," and surely it is. It has been done at a tremendous sacrifice by a people for the most part poor in

material goods, but rich in faith. It has been done through the noble efforts of consecrated religious men and women, and a zealous priesthood who have generally united with the bishops of the United States in giving to Catholic children the best secular knowledge, side by side with the higher knowledge of God and religion.

PERFECTING THE PAROCHIAL SYSTEM.

We now come to describe the typical parochial school as we find it at work to-day in the United States. We shall also sketch its management, its course of study, the character of its teaching and its teachers, and lastly its educational results.

And first a word about the building itself. At the present time there is a wonderful improvement over what served as the parochial schoolhouse of twenty-five or thirty years ago. As the rude cabin of the wilderness has given way to the magnificent cathedral of the populous city, so the plain, simple structure, oftentimes the basement, as we know, of a church, has yielded place to the imposing parochial school building that is now to be seen in all our large towns and cities. The Catholic school authorities fully recognize the necessity and importance of properly constructed buildings, and in their construction have paid due attention to all that is required to make them both healthful and attractive. The average Catholic rector fully understands that children are affected by their environment and that of necessity much of their time is to be spent in the schoolroom. Hence he gives this subject much thought and attention and usually employs a competent architect. As a consequence we find almost everywhere, especially in the cities, substantial and oftentimes imposing parochial school buildings, well designed class rooms and so arranged as to give the best results as to seating, lighting, hygienic and sanitary arrangements, with the necessary halls, cloakrooms, etc. These buildings are usually of stone or brick, and compare favorably with the public school buildings in the same place. The class rooms are provided with the latest style of desk and ample blackboard space. The ventilation, heating, and lighting are found to be, in most of the schools that the writer of this paper has seen in the last few years, all that could be desired. Many of the parochial schools have also ample playgrounds. So we see nothing has been left undone in a material way to make the parochial school house an inviting place for the pupil. The cost incurred is oftentimes very great, running anywhere from ten thousand to one hundred and even as high as two hundred thousand dollars for a single building. But our Catholic people are willing to meet this heavy outlay that their children might have an environment and education equal to the best.

SCHOOL MANAGEMENT.

The management of the parochial school ultimately rests with the rector of the parish. He is usually aided by a local committee or school board made up of competent laymen who are interested in educational matters. The council of Baltimore suggested the appointment of such a body, and it has been found by experience that its services are most helpful. The members of the school committee visit the schools regularly, at least once a week; they inspect the building, are present at recitations, usually question the pupils, and in many other ways contribute to the efficiency of the school. The gentlemen who are selected for this position regard it as a special mark of honor and give their time and services cheerfully. They are a great aid to the pastor in his school work. They meet, usually once a month, in conference with the rector, when the daily workings of the school are discussed and suggestions made for remedying any defects or for bettering conditions.

Where the school attendance is large—over 300 or more pupils—there is generally a principal appointed from the sisters in charge to supervise the daily work; to look after the discipline of the pupils, and to report to the rector the more serious violations of rule. It is her duty to see that the work in the various grades is properly done; to aid and direct younger teachers, and she supplies the place, sometimes, of a teacher who may be temporarily absent because of illness or some other cause. The principal makes out the weekly and monthly reports which are sent to the rector and the parents of each pupil.

Herewith are appended copies of such reports which are used in the school of which the writer has charge. We find the weekly report of great benefit in securing a high percentage of attendance:

WEEKLY REPORT.

Room
 Enrollment: *Week ending*, 19—
 Boys
 Girls
 Total
 Percentage of attendance , *Teacher*.

Name of pupil.	Residence.	Reason.	Tardiness.		Absence.	
			A. M.	P. M.	A. M.	P. M.

The monthly report shows at once the parent or guardian how the child is doing at school. Here is a copy of the report generally used in our parochial schools:

St. School.

In charge of

Monthly report of

Class room No.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.
Days absent.....										
Attendance.....										
Neatness.....										
Department.....										
Sunday school.....										
Christian doctrine.....										
Church history.....										
United States history.....										
Grammar.....										
Composition.....										
Algebra.....										
Written arithmetic.....										
Mental arithmetic.....										
Geography.....										
Orthography.....										
Penmanship.....										
Reading.....										
Drawing.....										
Average.....										
Number in class.....										
Rank.....										

....., *Teacher*.

REGULATIONS.

First. Regular attendance of pupils.

Second. Pupils will be in class rooms promptly at 9 a. m. and 1 p. m.

Third. Parents will oversee home studies.

Fourth. Parents will explain in person to rector or sister in charge when their children are absent, tardy, or fail to prepare night work.

Fifth. Parents will examine and sign this report each month and see that it is returned the following morning.

Meaning of notes:

100 signifies Excellent.

80 signifies Good.

90 signifies Very good.

60 signifies Unsatisfactory.

50 signifies Bad.

	Signature of parent.
September.....	
October.....	
November	
December	
January	
February	
March	
April.....	
May.....	
June	

These reports have proved of the greatest assistance in securing a high percentage of attendance as well as stimulating pupils in their studies. To take the last year's attendance of the parochial school with which the writer is connected, there was an enrollment of 650 children, and the average weekly attendance during a ten months' session never fell below 94 per cent, and was for several weeks as high as 96 and 97. This splendid showing we attribute largely to the Weekly Report and the investigation which follows of each individual case of absence or tardiness by the clergyman in charge of the school. We have little, if any, need of the truant officer to enforce the compulsory school law of the State.

COURSE OF STUDY.

For the information of those who may not be familiar with the daily workings of a typical parochial school the following table is herewith printed. The school is a well-graded one, and provides a course of study covering a period of eight years. No child is admitted under 6 years. The pupils in the eighth year, or grammar grade, have been admitted with scarcely a single failure for a number of years past into the local public high school.

Table showing course of study in a parochial school, and time devoted daily to each subject.

Subjects.	Hour per day.							
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.
Christian doctrine.	45 min.	45 min.	45 min.	40 min.	40 min.	40 min.	40 min.	40 min.
Practical and mental arithmetic.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.
Language	45 min.	45 min.	30 min.	30 min.	30 min.	30 min.	30 min.	30 min.
Geography	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.
History	30 min.	30 min.	30 min.	30 min.	30 min.	30 min.	30 min.	30 min.
Reading	1 hour.	1 hour.	45 min.	45 min.	20 min.	20 min.	20 min.	20 min.
Orthography	30 min.	30 min.	30 min.	30 min.	15 min.	15 min.	15 min.	15 min.
Pennmanship and drawing (alternately).	45 min.	45 min.	do.	20 min.	20 min.	20 min.	20 min.	20 min.

OUTLINE OF PAROCHIAL SCHOOL WORK.

To show more clearly and in detail the nature and character of the teaching and what each grade is doing, I select an outline of the work that is being done during the third and the last years of the course in the various branches:

THIRD YEAR'S WORK.

Religious instruction.

Review work of preceding year: Commandments, Precepts, Sacraments.
Christian doctrine: First to fifteenth chapters. Explanation of principal feasts.

Language.

Review last year's work.

Teach correct use of "shall" and "will," of "in" and "into," of "rise" and "raise," of "off" and "of," of "learn" and "teach."

Oral reproductions of short stories.

Written reproductions of observations made or stories told by teacher.

Train pupils to distinguish common and proper nouns, singular and plural nouns, writing of possessive case. Continue drill for use of capitals, period, question mark, apostrophe (contractions and singular possessive), hyphen, comma in a series, abbreviations.

Teach exclamation point.

Oral and written tests of misspelled words. Teach syllabication.

Letter writing to begin here, letters to be copied, attention called to date, to form of salutation, to manner of closing. Capitalization and punctuation.

Arithmetic.

Teach numeration and notation to fifth order. Fractions: Review and teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$. Denominate numbers: Same as in second year, also cu. in., sq. ft., sec., min. Roman notation to 100.

Addition, subtraction, multiplication, and division continued. Operations in United States money.

Related practical problems, requiring pupils to make and solve similar ones. Multiplication tables completed.

Analytical arithmetic: Fundamental processes and application.

Spelling.

Oral: New words in all subjects.

Written: In columns, words selected from reading lesson, technical terms from other subjects of the year.

Phonetic spelling, diacritical marks, Modern Speller, from page 21 to 41.

Definitions of familiar words.

Writing.

Attention to position and holding of pen. Drill in stem and loop letters, capitals, and figures. Train pupils to write rapidly and accurately from first.

Use pen and ink. Copybook No. 2.

Drawing.

Form: Study ellipsoid, cone, and pyramid, as whole and in detail; also objects resembling them.

Color: Recognition and naming of six standards and twelve spectrum hues.

Reading.

Complete Second Reader and first part of Third. Lesson I to XXX.

Frequent exercises in elementary sounds for articulation.

NOTE.—Object of reading—getting the thought—should be insisted upon.

EIGHTH YEAR'S WORK.

Religious instruction.

Prayers and approved pious practices: Christian Doctrine, Deharbe's Catechism; feasts of the year explained; also mass; vestments, color, names, etc.

Lives of saints that have influenced the thought of the world.

Bible history: History of the church.

Language.

Complete grammar from infinitives and review. Review in use of diacritics, syllabication. Teach spelling of words from all subjects studied. Drills and tests in selected words, oral and written.

Practice paragraphing.

Reproduction of poetry into prose.

Composition: Writing biographies in connection with history; description of pictures, statuary, and buildings in connection with literature and art. Letter writing: Social and business forms. Selections from good authors, calculated to give general information (Irving's Sketch Book, etc). To serve as reading for grade.

Arithmetic.

Complete and review, strengthening previous work. Analytical: Section VI.

Algebra.

Milne's Elementary: Teach to quadratics.

Spelling.

Oral: Complete Modern Speller. Review.

Written: Review difficult words in speller; dictate long paragraphs.

Definitions: Pages 140-160.

Geography.

Thorough review of previous grades.

All review should be topical.

Make special study of United States and countries commercially related to it; also mathematical geography.

Use supplementary geographies and other related reading matter.

Writing.

Further drills in rapidity, accuracy, etc.

Practice business and social forms; composition.

History.

With text-book study from beginning of the national period of the United States, making progressive maps to show growth of territory. Study the Administrations to close of civil war, connecting the events of each with preceding.

Then review the national period by topics, such as extension of territory, slavery, wars, business matters, internal improvements, foreign matters, Indian removals, etc.

From 1865 to present time, present by topics, giving special attention to international affairs.

Make biography prominent in all the work.

Drawing.

Construction: Making to a given scale working drawings.

Studying section and development.

Representation: Angular perspective. Drawing groups of three or more objects. Drawing from nature, sprays, or plants. Free sketches.

Review fundamental principles of design.

Color: Study harmony, and design in harmonious combinations.

Observe the effects of color in nature.

What is specially aimed at in the average parochial school is the avoidance of dilettanteism and experimentation—fads and follies—and the giving of a thorough practical training in what used to be called “the three R’s.” We have no reason so far in the development of our parochial schools to deplore what President G. Stanley Hall recently styled “the tyranny of things” in our educational methods.

“We are afflicted,” said President Hall, “in our modern pedagogy with a tyranny of things. There is our natural science, industrial education, the teaching of art, all using objects or pictures of objects. If the child, under such a system, can not think without visual provocation; if it is losing enthusiasm for public, social, and ethical questions; if it is being crippled for intellectual pursuits, cares only in a languid way for prose and poetry, and responds only to commercial interests, then something must be promptly done to remedy this fourfold root of the present linguistic decadence.”

It is said that the arts of speech and writing are degenerating year by year. If so, the reason may be found in the fact that pupils are taught too much “through the eye and too little through the ear.” Our parochial schools are generally free of “the fourfold root of the present linguistic decadence.”

Special attention is given in the parochial schools to the study of the history of our country, and the spirit of patriotism is constantly inculcated. The great national holidays—Washington’s birthday, Memorial and Thanksgiving days—are duly observed on the afternoon of the preceeding day with appropriate exercises by the pupils.

DIOCESAN SUPERINTENDENTS.

Before leaving this part of the subject it may be well to state that the local management of the parochial schools receives great aid and valuable direction from the diocesan superintendent. He is a priest who is well up in educational matters and is set apart by the bishop for this work. He is relieved from the usual parish work and devotes his whole time to the supervision of all the schools in the diocese. He makes regular visits and holds examinations at stated times. He publishes annually a full and detailed report of the parochial schools of the diocese, giving the standing of each school. I have before me as I write a number of these reports, and no one can examine them without being convinced that the diocesan superintendent has been a powerful factor in the great progress made of recent years in these schools. It would be well, as recommended in the recent parochial school convention held in Philadelphia, if every diocese had such an officer. Indeed, there can be no perfect organization of the system without him.

TEACHERS OF THE PAROCHIAL SCHOOLS.

The teachers in the parochial schools are for the most part members of the various teaching orders of men and women who have consecrated their lives to the work.^a Many lay teachers are found in the German, Polish, and Slavish schools, as well as in the parish schools conducted in small towns or rural districts where it is not possible to maintain a religious community. The parochial school-teacher devotes his or her whole life to teaching. And thus the religious teacher has, in this respect, a decided advantage over those teachers who occupy themselves with the important duties of teaching until something more lucrative or attractive is found. The child’s future welfare is always the first and great consideration with these religious teachers. No one is, or should be, admitted to undertake the responsibilities of a teacher who is not fully qualified for the work.

^a Of the schools represented in the Catholic Educational Exhibit at the World’s Fair, Chicago, 1893, 97 per cent of the schools were in charge of the various religious orders. Doubtless the same percentage holds in the parochial schools of the United States to-day.

The "religious habit" does not make the teacher. Nor is the teacher like the poet—born, not made. The church authorities are insisting more and more everywhere that the teachers in the parochial schools understand the art and science of education; that no teacher be employed in a parochial school who is not duly qualified. Among the resolutions passed at the second annual conference of the parochial schools, held at Philadelphia, October 28 and 29, 1903, and presided over by the Right Rev. Bishop Conaty, D. D., was the following:

Realizing that the teachers make the school, we urge that every effort be made to have all our teachers secure certificates of proficiency from diocesan school boards or normal or regent examinations, so that the public may know that none but competent teachers are in our schools.

At this same conference one of the strongest papers presented was that of the right reverend chairman "On the training of teachers." The very great importance of this branch of school work was dwelt upon, since the efficiency of the school largely depends on the efficiency of the teacher. In most dioceses there are examining boards for the parochial school-teachers. To-day normal schools exist in all the novitiates of the religious teaching communities. The Catholic idea of the ideal teacher is one in whom moral character, intellectual training, and professional skill cooperate in harmonious action for the success of the class and the individual pupil, one who day by day becomes the better teacher precisely because day by day he or she becomes a more diligent student, a more successful solver of the pedagogical or psychological problems that present themselves within the realm of the class room.

To secure such ideal teachers, or at least to make the combination of necessary qualities less rare, is supposedly the end aimed at in normal school training.

Our religious teaching communities justly claim to have been the first to establish normal schools for teachers, though from some of the histories of education, or from the data advanced by lecturers in schools of pedagogy, one would never be led to suspect the fact.

The late Brother Azarias, in "Beginnings of normal schools," *Educational Essays*, page 246, writes:

Alain, speaking of primary education in France during the two centuries preceding the Revolution, says: "In reality the first normal schools were the novitiates of the teaching orders established during the past two centuries." (*L'Instruction Primaire en France avant la Revolution*, p. 129.)

Shortly after Blessed de La Salle had organized the Brotherhood of the Christian Schools, the fame of the schools taught by them in Rheims spread far and wide. Several of the clergy in towns and hamlets applied for a single brother to take charge of their schools. This could not be, as the founder had established the rule that not less than two brothers teach in any school. Accordingly, he offered to open, under the title of a "Seminary for Schoolmasters," an institution in which young men would be trained in the principles and practices of the new method of teaching. The school was opened in 1684. This was the first normal school ever established. ("Beginnings of normal schools," *Educational Essays*, pp. 250, 251.)

The need of competent teachers led to the establishment (by St. John de La Salle) of the Teachers' Seminary, the parent of the modern normal schools. (Compayré's *History of Pedagogy*, p. 277.)

There is wanting, however, in many of the novitiates a very important feature of the normal school, properly so called, and that is a model or practice school, wherein candidates for the office of teacher may see the most approved methods in the various grades practically demonstrated by experienced, skillful teachers; and wherein they also, at certain periods, may make their first essays in teaching, under efficient supervision. The helpfulness of such a model school can hardly be overestimated. While observing the work of the experienced teacher, novices would receive inspiration for their future life work, and in their efforts

to teach, under sympathetic, skillful guidance, would acquire like skill and become more confident of their own ability.

That the untried teacher should, alone and unaided, begin to experiment with a class of pupils is unjust to the children and disheartening to herself. Pedagogical ability should have been acquired before she assumes sole charge of a class. Now, with a model school to supplement by actual practice the theory taught in the novitiate we might reasonably hope to strengthen the efficiency of the teachers in the parochial schools. No doubt the teaching communities will supply this want and thus remove the evils arising from the employment sometimes of inexperienced teachers.

CATHOLIC TEACHERS' INSTITUTES.

There is one very commendable feature of parochial school work which has been adopted within the last few years and is at present followed generally throughout the country, and that is the holding of diocesan teachers' institutes. This work was begun under the direction of an able and experienced teacher, Mrs. B. Ellen Burke.

Many of the teaching orders of sisters had long desired to avail themselves of the advantages of general educational meetings, in order to unify and strengthen their work; but being burdened with duties, no religieuse could be spared from the schoolroom to begin the organization of institutes, associations, and conventions. It therefore became a plain duty for the laity to aid the sisters until such time as their numbers had increased sufficiently to permit them to carry on the work themselves.

The work was begun in 1895, under the auspices of the Paulist Fathers, in New York City, and has been continued for the various teaching orders ever since. It has spread into every diocese of the country. The "sisters' institutes" are generally held during the midsummer vacation and are conducted by men and women distinguished in their different branches of knowledge. They are specialists in the subjects assigned to them.

The general nature of the work done in these institutes is along the lines of methods of teaching the common subjects usually taught in elementary schools. Not less than two and usually four or five instructors are sent to each institute. The work has been eminently successful, and has been approved by the bishops and archbishops of the various dioceses in which it has been carried on. It has been found very beneficial to the school and helpful to the teachers.

INSTITUTE PROGRAMME.

Herewith is appended the programme of a week's institute given in St. Paul, Minn., August 7 to August 12, 1899. The exercises opened with an address by Archbishop Ireland:

PROGRAMME OF SISTERS' INSTITUTE.

<i>Monday.</i>	<i>Wednesday.</i>	<i>Friday.</i>
Opening address.	Christian doctrine.	Christian doctrine.
Changes in school work.	Arithmetic.	Algebra.
Rhetoric.	Rhetoric.	Grammar.
Arithmetic.	History.	Rhetoric.
History.	Writing.	Physical geography.
Writing.	Algebra.	Writing.
	Language.	Rhetoric.
<i>Tuesday.</i>	<i>Thursday.</i>	<i>Saturday.</i>
Christian doctrine.	Christian doctrine.	Christian doctrine.
History.	Algebra.	Geometry.
Writing.	Grammar.	Writing.
Rhetoric.	Rhetoric.	Rhetoric.
Arithmetic.	Physical geography.	Geometry.
History.	Writing.	Writing.
Language.	Rhetoric.	Physical geography.
		Grammar.

Dr. N. C. Schaeffer, superintendent of public instruction in the State of Pennsylvania, in his sixty-ninth annual report, for the school year ending June 2, 1902, referring to this subject, writes:

The sisters in charge of the parochial schools of the Catholic Church spend the greater part of their vacation in some form of preparation for the year's work. Even at the annual retreats time is given to self-examination as a lever to raise the individual to higher planes of effort. The best scholars in the Jesuit and other colleges deliver lectures to fit teachers for work in the elementary schools. What the church does for her teachers the State can afford to do for its teachers.

It may be well also to note that the Catholic University of America opened an institute of pedagogy in New York City on October 1, 1902. The instruction treats of the history of education, the principles and methods of education, psychology, American history, and literary work.

SCHOOL PUBLICATIONS.

The parochial school-teachers, besides the many periodicals and papers treating of educational matters, find great aid and assistance in two Catholic publications specially issued for their benefit. The first is the Review of Catholic Pedagogy, published at Chicago. The high character of the subject-matter and its general excellence have secured for it a generous welcome from our teachers. There is also published at Milwaukee an excellent monthly, the Catholic School Journal, which is found to be popular and quite helpful.

EDUCATIONAL RESULTS.

So we see there is to-day in the United States a thorough organization of the parochial school system; that it is well equipped to carry on its work, and that steps are being constantly taken to advance still further the work. We need Catholic high schools to complete the system, and we need unification of methods and of the course of study. These will soon come, for they were the subjects chiefly discussed at the recent parochial school convention held in Philadelphia, in which twenty-five dioceses of the country were represented. The result of the deliberations of this body of educators were embodied in the following recommendations:

First. Recognizing the importance of united effort to advance the cause of Catholic primary education, we believe that interchange of ideas and comparison of methods and results will lead to a better understanding of our needs and a surer solution of the many difficult problems that confront us. Encouraged by the splendid response to the call for a conference on the part of the promoters of Catholic parochial school interests, the conference, representing 25 dioceses, earnestly bespeaks a more extended cooperation with others of this association, so that its membership may embrace representatives of every diocese in the United States.

Second. We rejoice to note the growing sentiment outside of the Catholic Church in favor of the principle of the religious element in education. In order that our non-Catholic fellow-citizens, as well as those of our own faith, may realize more keenly and appreciate more justly the sacrifice that Catholics are making to provide their children with the benefits of what we conceive to be the only true education, viz, religious combined with secular instruction, we suggest that the cost of equipping and maintaining our parochial schools be brought to their attention from time to time in the public press.

Third. We recommend that careful study be made of the best means for the complete organization of our parish schools.

Fourth. Realizing that the teachers make the school, we urge that every effort be made to have our teachers secure certificates of proficiency from diocesan school boards or normal or regent examinations, so that the public may know that none but competent teachers are in our schools.

The other day the members of the Moseley educational commission from England visited a number of the Catholic parochial schools of Chicago. The Record-Herald of that city writes:

The visiting educators were surprised at the number of these institutions and their large enrollment, and were favorably impressed by the fact that the textbooks used are largely the same as those studied in the public schools.

"We learn that there are 100,000 children attending the parochial schools of the city," said Rev. A. W. Jephson, a Protestant clergyman and a member of the London school board. "This we regard as an important phase of the educational problem. The brightness of the pupils was in some instances surprising. At St. Stanislaus School a Polish boy of 10 years was especially well informed on American history. At the St. Charles Borromeo and St. James schools we found the children well advanced for their ages."

And the same favorable impression of the work done in the parochial schools of the present day is created everywhere in the minds of all fair-minded persons who visit them.

Intellectually, Catholics are showing the results of the training given in their parochial schools and higher academic institutions. In number and efficiency these schools are bound to grow every year. In January, 1902, there were 3,835 parochial schools. In January, 1903, there were 3,978, an increase of 143. One salutary influence these schools have already exerted, and will exert still more strongly, is found in the manifest tendency of many denominations to imitate to some extent the Catholic system.

For a long time Catholics were alone in their stand for denominational schools, but the logic of events has brought to their side many Lutherans, Methodists, Episcopalians, and even Baptists. The orthodox Jews are the last to get in line. At their national convention, held during the past summer in Philadelphia, the rabbis strongly advocated the establishment of schools wherein the children of their faith might learn the principles of their religion while being taught the rudiments of the three R's. Thus is the position of the Catholic Church being daily vindicated.

Recently there was incorporated in Chicago an association of educators, including such distinguished names as William R. Harper, president of the University of Chicago; Charles L. Hutchison, vice-president of the Corn Exchange National Bank; Prof. George A. Coe, of the Northwestern University; L. Wilbur Messer, secretary of the State Young Men's Christian Association, and George L. Robinson, of the McCormick Theological Seminary.

The avowed object of this body, which represents all shades of religious belief, is to maintain a position in the field of religious education corresponding to that of the National Teachers' Association in the field of education in general. And it is declared by this association that "efforts will be made from a new view-point to obtain religious and moral education in the public schools."

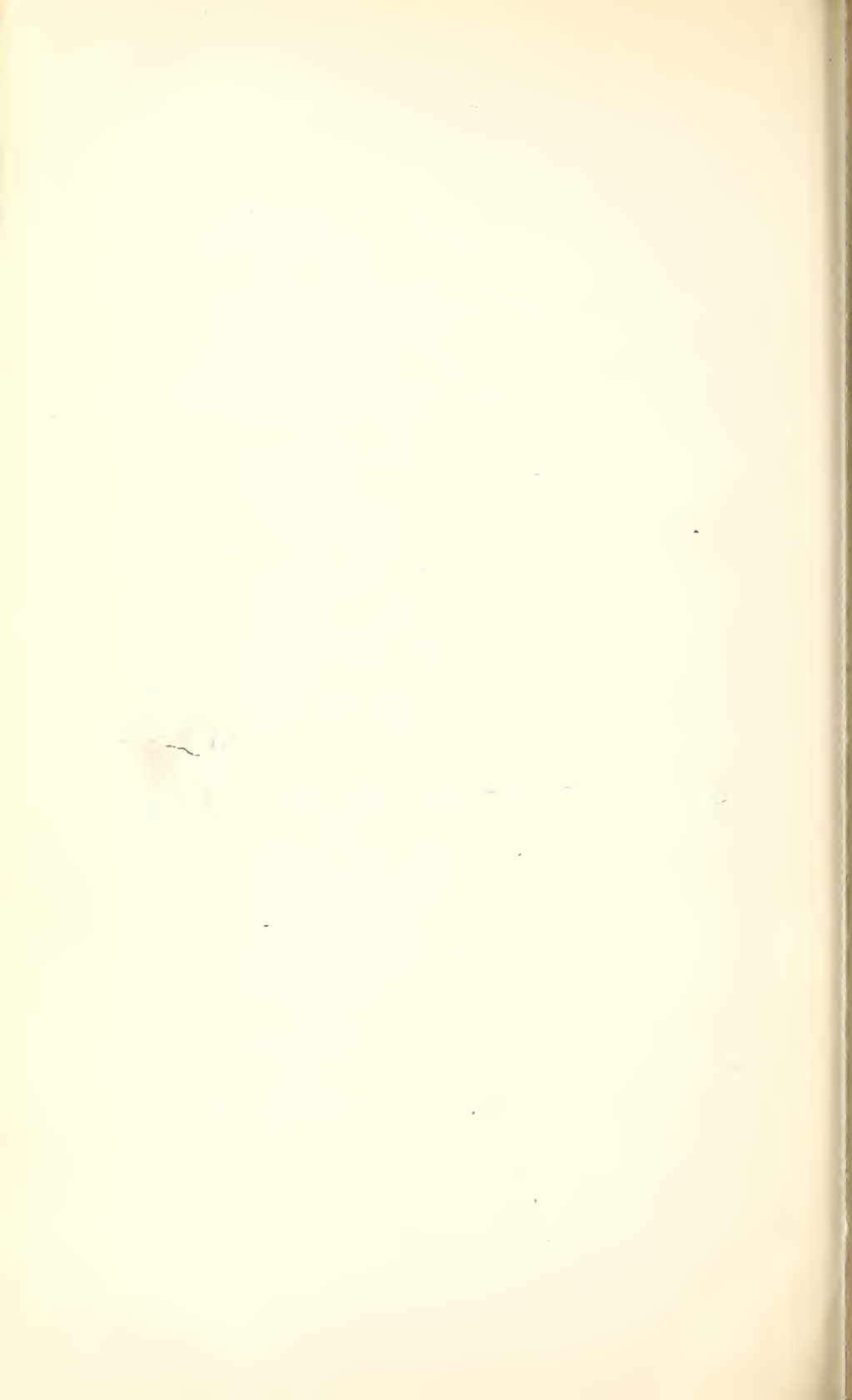
President Hadley, of Yale, in an address delivered in Philadelphia within the last few days, boldly announced that "a way must be found to blend religious and secular instruction in the schools." And he added: "I do not believe that you are going to make the right kind of a citizen by a godless education and then adding on religion afterwards. That idea is wrong. Education and religion must go hand in hand."

Within the past year President Eliot, of Harvard, in a magazine article, deplored the fact that "our educational system had not solved any one of the great problems that trouble the country at the present time;" that vice and crime had increased instead of diminishing with the extension of our public school system. At the National Educational Convention held in Boston last summer several of the most prominent delegates avowed their conviction of the

"necessity of religious instruction in the public schools." So we see there is a very decided change in public opinion on the school question, and a pronounced trend in favor of the principle that underlies the Catholic system of education.

Goldwin Smith, in a letter to the New York Sun, December 18, 1903, discussing this subject of religion in the schools, says of Canada that: "There appears to be a growing disposition here on the part of those who can afford it to send their children to voluntary and religious schools." And he adds: "Under our purely secular system intellect is outrunning character, with bad consequences to the child and to society."

"Whatever we wish to see introduced into the life of a nation," says the German, William von Humboldt, "must first be introduced into its schools." Surely we want civic virtue and morality in the life of the American people. Can we get these without introducing them into the schools? And can we have a saving morality and civic virtue without religion? All bodies of Christians the world over unite in saying, No; we can not. Why not, then, introduce religion into the schools?



CHAPTER XXII.

THE STATE NORMAL SCHOOLS OF THE UNITED STATES.

By ELIPHALET ORAM LYTE,

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PREFATORY NOTE.

In the preparation of this article on the State normal schools of the United States, at the request of the Commissioner of Education, I have consulted Henry Barnard's Journal of Education, Horace Mann's Reports, the Reports of the Commissioner of Education of the United States issued by Dr. W. T. Harris, the volumes of Proceedings of the National Educational Association, and especially the report on normal schools in the volume of Proceedings of the Los Angeles meeting of that body, Nicholas Murray Butler's Education in the United States, and numerous State reports, catalogues, etc. In particular I have made free use (and sometimes literal use also) of Dr. J. P. Gordy's Rise and Growth of the Normal School Idea in the United States, and Secretary M. A. Newell's Contributions to the History of Normal Schools in the United States.

I trust that this general acknowledgment of the sources from which I have derived much of the information here presented will be accepted in lieu of quotation marks and special references, which it was difficult in many cases to insert in the revision of the typewritten copy made largely from dictation.

It is to be regretted that the necessary limitations placed upon an article of this kind prevent the full treatment that the subject demands. What is here given is intended to be typical of similar facts that could be multiplied many times. As a rule, only typical and salient facts were selected from the wealth of material within the reach of the careful student of the normal school systems of the country. The public normal schools of the United States are the leading agencies employed in the preparation of teachers for the public schools. Their history is in a large degree the history of public education.

E. O. LYTE.

MILLERSVILLE, PA., May 1, 1901.

CONTENTS.

- I. Introductory—A normal school defined—Relation to State.
- II. Origin of normal schools in the United States—Article in Massachusetts Magazine—Denison Olmsted at Yale College—The movement in Pennsylvania—First city training school in Philadelphia—Prof. Samuel R. Hall, New Hampshire—Rev. James C. Carter, Massachusetts—Dr. Philip Lindsley, Tennessee—Governor Clinton, New York—Governor Lincoln, Massachusetts—Rochester, N. Y.—Washington College, Pennsylvania—Rev. Charles Brooks, Massachusetts—Thomas M. Burrowes, Pennsylvania.
- III. The first normal school—Founded at Lexington, Mass.—Governor Edward Everett marks out courses of study—Normal schools at Barre and Bridgewater—Courses of study—Established by public and private funds—First normal school in New York—First normal school in Pennsylvania—First normal schools in other States.
- IV. General object—Courses of study—Function of the normal school.
- V. Examinations and certificates—Difference in different States—Reciprocity.
- VI. Schools of practice—Different names—Observation and practice—Time devoted to practice teaching—Practice work at Worcester, Mass.—Los Angeles—Cedar Falls—Value of practice work, Colonel Parker.

- VII. Typical courses of study: New England normal schools—Bridgewater, Mass. Middle States normal schools—Normal College at Albany—Oswego—Millersville—New Jersey State Normal School. Middle West State normal schools—Classes of students—Dekalb, Ill.—Ypsilanti, Mich.—Colorado State Normal School. Southern States normal schools—Two classes of schools—Normal schools for white students, Alabama State Normal College; Peabody Normal College—Normal schools for colored students, Baltimore—Montgomery, Ala.—Hampton Normal and Agricultural Institute—Tuskegee Normal and Industrial Institute. Pacific coast normal schools—Supply of teachers—Los Angeles, Cal.
- VIII. Control of State normal schools—General control—California—Colorado—Illinois—Kansas—Maryland—Massachusetts—Minnesota—Missouri—Nebraska—New Jersey—New York—Pennsylvania—Rhode Island—South Dakota—Wisconsin.
- IX. Maintenance of State normal schools—Free tuition—Normal-school fund of Wisconsin.
- X. City training schools.
- XI. Private normal schools.

INTRODUCTORY.

The problem of elementary education is one of the most important problems with which a free people must deal. The most important factor in this problem is the teacher. The schools designed to prepare teachers for the elementary schools of the State present questions of vital interest to all thoughtful citizens. This chapter endeavors to put into convenient form a few of the most important facts concerning the origin and present condition of the schools designated by the laws of the different States of the Union to prepare teachers for the public schools.

A normal school is a school established for the academic and professional preparation of teachers. It is a technical school, differing from academies and colleges in its objects and methods of work. The objects of the academy and college are general culture and the acquisition of knowledge; the object of the normal school is to impart culture, discipline, skill, and learning to its students for a specific and technical purpose, viz, that of fitting them to teach others. The academy and college aim to teach their students the various branches of knowledge; the normal school aims to teach its students not only the branches of knowledge, but also the processes by which the learning mind acquires knowledge and the resultant of these processes. These objects and aims distinguish normal schools from other institutions of learning and determine the courses of study in them and the methods by which the studies must be taught.

The relation of the normal school to the State is close. The State must educate the children within its borders. It must therefore establish and maintain a system of public education. The most important factor of this system is the teacher. The teacher must be educated in institutions provided by the State and under State control, if his work is to be properly done. It is consequently both a duty and a necessity for the State to found and support State normal schools. These views, which are accepted almost universally throughout the civilized world, show that the function of the normal school is peculiar, and that its responsibilities are greater than those of other educational institutions.

ORIGIN OF NORMAL SCHOOLS IN THE UNITED STATES.

An American educator, probably Elisha Ticknor, recommended in an article in the Massachusetts Magazine for June, 1789, that a system of schools should be established to train teachers. The writer said:

There should be a public grammar school established in each county of the State, in which should be taught English grammar, Latin, Greek, rhetoric, geography, mathematics, etc., in order to fit young gentlemen for college and school keeping. At the head of this county school I would place an able preceptor, who should superintend the whole instruction of the youth committed to his care, and

who, together with a board of overseers, should annually examine young gentlemen designed for schoolmasters in reading, writing, arithmetic, and English grammar, and if they are found qualified for the office of school keeping and able to teach these branches with ease and propriety to recommend them for this purpose. No man ought to be suffered to superintend ever so small a school except he has been first examined by a body of men of this character and authorized for this purpose. And I am sure it is no vanity in me to think that were our petty grammar schools annihilated and one established in each county as a substitute, instead of our common schools, kept by a set of ignoramuses, who obtrude themselves upon the people a few months at a time, without the requisite abilities or qualifications, we should have a worthy class of teachers, regularly introduced and examined, and should soon see the happy effects resulting from this noble plan.

In 1816 Denison Olmsted delivered an oration at the commencement exercises at Yale College, in the course of which he said:

I was hence led to the idea of a "seminary for schoolmasters," to be established at the expense of the State, where the instruction, at least, should be gratuitous. It was to be under the direction of a principal and an assistant, the principal to be a man of liberal education, of a high order of talent, and an experienced and successful teacher. The assistant was to be well versed in the English branches of education at least. The course of study was to occupy from one to two years, and candidates were to be admitted only after an approved examination. The pupils were to study and recite whatever they were themselves afterwards to teach, partly for the purpose of acquiring a more perfect knowledge of these subjects, and partly of learning from the methods adopted by the principal, the best modes of teaching. It was supposed that but a small portion of time would be required to be spent upon the simple rudiments, but that the greater part might be devoted to English grammar, geography, arithmetic, algebra, geometry, and such works as Blair's Rhetoric, studies adapted to improve the taste and make correct and accomplished writers. Ample instructions also were to be given by the principal on the organization and government of a school.

But forty years before the article above quoted was published in the Massachusetts Magazine a school was established in Philadelphia, one of whose objects was the education of young men to be teachers. Pennsylvania is believed to have been the first of the States of the Union to inaugurate the work of preparing teachers. The University of Pennsylvania, which began as an academy in 1749, was designed partly as a school for teachers. Benjamin Franklin, the chief among its founders, in addressing the common council of the city of Philadelphia for aid in its behalf, states that as the country is suffering greatly for want of competent schoolmasters, the proposed academy will be able to furnish a supply of such as are "of good morals and known character" and can "teach children reading, writing, arithmetic, and the grammar of their mother tongue." The Westtown Boarding School, established by the Society of Friends in 1799, made a report in 1824, announcing that "among the many advantages which it was contemplated would accrue from an institution of this description, several of both sexes have so profited by the course of studies and the mode of instruction thus derived as to be qualified for teachers of schools in many parts of the country." The Moravian School, established in 1807 at Nazareth Hall, Bethlehem, Pa., had "a special department for the preparation of teachers, in which young men received such instruction as qualified them either to teach in schools established at home or to open and conduct schools in the missionary field."

Dr. Benjamin Rush, in an address to the legislature of Pennsylvania in 1786, favored the establishment of a system of free schools, of one university at Philadelphia, and of three colleges—one at Carlisle, one at Lancaster, and one at Pittsburg—and added, "The university will in time furnish masters for the colleges, and the colleges will furnish masters for the free schools." In all these there seems to be an intention to make scholars who might or might not afterwards become teachers; but there is no intimation that more than scholarship was needed.

In 1838 the trustees of Lafayette College erected a building for a model school, placed a distinguished Scotch educator at the head of it, and established a teachers' course. But the people were not as yet educated up to this point, and the project failed. The city of Philadelphia has the credit of establishing the first city training school in this country. In 1818 a school for the education of teachers, technically known as a model school, was established in Philadelphia in accordance with an act of the State legislature. This institution was a kind of State normal school, for by legislative enactment the board of control was authorized to establish a school "to qualify teachers for the sectional schools and for schools in other parts of the State." The name "model" was imported from England, where it was used to designate a school in which young persons could observe and practice the art of teaching. The Philadelphia model school was a necessary adjunct of the Lancasterian system which prevailed in that city until 1836, and in a modified form until 1848.

Prof. Samuel R. Hall, of New Hampshire, minister, writer, and teacher, took charge of a church at Concord, N. H., and in 1823 opened what he called a teachers' school. This private school was opened chiefly for persons preparing to teach. A number of children, however, were received and these children became members of a model and practice school. While conducting this school, Mr. Hall delivered a series of addresses, which some of his friends urged him to publish. He complied with their wishes, and a book entitled "Lectures on School Keeping" appeared in 1829. Two editions of the work were soon exhausted, and the superintendent of common schools in the State of New York ordered an edition of 10,00 copies for distribution to all the school districts of that State. About the same time the committee on education in the State of Kentucky recommended that every teacher in the State be supplied with a copy of this work at the public expense.

Probably the Rev. James C. Carter, of Massachusetts, did more than any other one man toward the starting of permanent normal schools. He has been called the "father of normal schools." The Rev. Mr. Carter was a graduate of Harvard College. To him "more than to any other one person belongs the credit of having first directed the attention of the leading minds of Massachusetts to the necessity of the immediate and thorough improvement in the system of free or public schools and of having clearly pointed out the most direct and thorough mode of procuring this improvement by providing for the training of competent teachers for these schools." In 1824 he published "Essays on Popular Education," and later presented an elaborate plan for the education of teachers. Mr. Carter was a member of the Massachusetts legislature and was for some time the chairman of the education committee. While a member of the legislature he prepared a bill providing for the State board of education, and to him more than to any other man is probably due the passage of the Massachusetts normal school act of 1838.

But much had also been done by others to prepare the way for this action. In 1825 Rev. Thomas H. Gallaudet published a series of essays on "A Plan of a Seminary for the Education of the Instructors of our Youth," which attracted considerable attention throughout New England. In the same year a school principal of Germantown, Pa., by the name of Walter R. Johnson, published a pamphlet entitled "Observations on the Improvement of Seminaries of Learning in the United States; with Suggestions for its Accomplishment." The principal suggestion made by him for the improvement of schools was the establishment of schools for teachers. In the same year Dr. Philip Lindsley, in an address which he delivered on assuming the presidency of Cumberland College, Nashville, Tenn., advocated a teachers' seminary, urging that a teacher needs training for his work as imperatively as the lawyer and physician. The next year he pleaded for seminaries for teachers before the legislature of Tennessee. In the same year, also, the

acting president of Princeton College, New Jersey, advocated the establishment of teachers' seminaries.

In 1826 Governor DeWitt Clinton, in his message to the legislature of the State of New York, recommended the establishment of a seminary for teachers, and the same year Hon. John C. Spencer made an able report on the same subject in the senate of that State.

In 1826, and again in 1827, Governor Lincoln, of Massachusetts, in his annual message, urged upon the legislature the importance of making provision for the training of teachers.

In 1827 the American Institute of Instruction memorialized the legislature of Massachusetts, praying that provision be made for the better preparation of the teachers of the schools of the Commonwealth.

The citizens of Rochester, in 1830, petitioned the legislature of the State of New York to establish a State seminary for the training of teachers.

In 1830 the trustees of Washington College in Pennsylvania established "a professorship of English literature with the special view of qualifying young men for taking charge of common schools," and the following year an appropriation of \$500 a year was made by the State on condition "that the trustees shall cause that there be instructed annually, gratis, twenty students in the elementary branches in a manner best calculated to qualify them to teach common English schools." Numerous other appropriations for a similar purpose were made by the legislature of Pennsylvania, one of the most significant being an appropriation of \$2,000 annually for five years to Jefferson College for the education of teachers of the English language.

In 1834 Dr. George Junkin, president of Lafayette College, wrote a letter to Mr. Samuel Breck, chairman of the joint committee of the legislature on education, recommending the providing in existing colleges of a course for teachers, a common school contiguous to the college to serve as a school of daily observation and practice. Rev. Chauncey Colton, president of Bristol College, recommended substantially the same plan in a letter about the same time to the same committee.

The Rev. Charles Brooks, of Massachusetts, visited Europe in 1834, and learned while there of the Prussian system of education and especially of the system of training teachers followed in that country. When Mr. Brooks returned the following year he urged the establishment of normal schools throughout the New England States and in New York and Pennsylvania. The president of Girard College, Prof. A. D. Bache, went to Europe in 1836 and inspected the schools of England, Germany, and several other countries. On his return he published a volume of several hundred pages on European educational institutions, one chapter of which was devoted "to the education of teachers for primary schools." Horace Mann, Henry Barnard, and others later added to these contributions upon the education of teachers, and a public sentiment in favor of schools devoted especially to the fitting of teachers of children developed rapidly throughout many of the States of the Union.

The next year Samuel Breck urged upon the legislature of Pennsylvania the engrafting of a "teachers' course" in existing colleges and academies, and the establishment of "model schools" in connection with them.

In October, 1836, a public meeting in Philadelphia, called to consider the condition and improvement of institutions of public instruction in Pennsylvania, recommended a "plan for a teachers' seminary and for a board of public instruction." The plan was based on the teachers' seminaries of Prussia and France and Mr. Hall's seminary at Andover. It proposed an independent institution, a three years' course of study, with opportunities for practice in a model school.

The same year Thomas M. Burrowes, secretary of state and ex officio superintendent of common schools of Pennsylvania, in his report to the legislature, urged

that body to appropriate \$10,000 for the establishment of two institutions, one in each end of the State, under the care of two of the colleges, for the preparation of common school teachers. The next year he repeated his recommendation for providing for the training of teachers, but suggested that the institutions should not be attached to any college, and that they should devote themselves exclusively to the preparation of teachers. In his next report his suggestion took the form of an emphatic recommendation; and he recommended also that these schools be composed of the brightest pupils, admitted free from all parts of the State.

This brief outline of the movement throughout the country for the training of teachers shows that the demand for the professional education of instructors of youth was not feeble or sporadic, confined to a single State or section of the country, but that it was widespread and strong. In other States also the idea was growing that schools were needed for the special preparation of teachers.

THE FIRST NORMAL SCHOOLS.

The first normal school that has existed from its organization to the present time was founded at Lexington, Mass., in 1839. Its establishment was due to Mr. Edmund Dwight, who offered to contribute for himself and other leading citizens a sum of \$10,000 toward the establishment of teachers' seminaries, provided the State would give the same sum. Horace Mann, who was secretary of the Massachusetts board of education, lost no time in communicating this offer to the legislature then in session, and an additional sum of \$10,000 was appropriated for the purpose of "qualifying teachers for the common schools of Massachusetts." The Lexington school began in 1839, with Rev. Cyrus Peirce as its principal. On its first day it had an enrollment of three pupils, only women being admitted. The studies for the first term were the common branches, algebra, natural philosophy, physiology, mental philosophy, bookkeeping, moral philosophy, and geometry. In an address delivered about this time by Edward Everett, governor of the Commonwealth and chairman of the board of education, he marked out very clearly the lines on which normal instruction should be built and the objects it should seek to accomplish. These are:

- (1) Instruction, especially in the common branches.
- (2) The art of teaching.
- (3) The science of school government, and theory applied to practice in the model school.

The school at Lexington rapidly increased in size, and later in the same year another normal school was established at Barre and in the following year one at Bridgewater. The Lexington school was subsequently removed to Framingham, and the Barre school to Westfield, where they are still in existence. The normal schools of Massachusetts in their youth were not popular institutions. Carter and Brooks and Horace Mann believed in them from the first. Daniel Webster and John Quincy Adams and men of their rank, who had broad views of the present and future educational needs of the country, supported these schools, but conservatism, localism, and vested interests were against them. But in spite of opposition, and partly because of opposition, the normal schools of Massachusetts continued to grow and prosper.

These schools were the natural outgrowth of the interest in public education which had been growing in this country for years, especially since 1820, when the influence of the German system of schools began to be felt in America. The first normal schools established in Massachusetts were not greatly dissimilar to the normal schools of the present day. As a requirement for admission—

Candidates must declare it to be their intention to qualify themselves to become school teachers. If males they must have attained the age of 17 years, and of 16

if females, and must be free from any disease or infirmity which would unfit them for the office of teachers. They must undergo an examination * * * in orthography, geography, and arithmetic. They must furnish satisfactory evidence of good intellectual capacity and of high moral character and principles. Examinations for admission will take place at the commencement of each academic year, and oftener at the discretion and convenience of the visitors and the principal.

The minimum of the term of study was fixed at one year, but a student wishing to remain longer in order to prepare himself for teaching in the common schools might do so, having first obtained the consent of the principal.

The following was the course of study:

- (1) Orthography, reading, grammar, composition and rhetoric, logic.
- (2) Writing, drawing.
- (3) Arithmetic (mental and written), algebra, geometry, bookkeeping, navigation, surveying.
- (4) Geography (ancient and modern), with chronology, statistics, and general history.
- (5) Physiology.
- (6) Mental philosophy.
- (7) Music.
- (8) Constitution and history of Massachusetts and of the United States.
- (9) Natural philosophy and astronomy.
- (10) Natural history.
- (11) The principles of piety and morality common to all sects of Christians.
- (12) The science and art of teaching, with reference to all the above-named studies.

From this course a selection was to be made for those who were to remain but one year, according to the kind of school they were preparing to teach.

It was further determined that normal schools should be under the inspection of visitors, to be chosen in all cases from the board, except that the secretary of the board might be competent to serve in that capacity. It was decided also that each normal school should have an experimental or model school.

It is interesting to remember that the first normal schools were established by a combination of public and private donations. They were regarded by the legislature of Massachusetts as an experiment. The legislature at first declined to commit itself to their maintenance for a period of more than three years, but by that time they had so intrenched themselves in public favor that they soon became regularly incorporated into the State system of public education.

The opening of the first normal school in Massachusetts quickened the movement in other States. In 1839 Governor William H. Seward, of New York, recommended that "normal school instruction be ingrafted on our public school system," and in 1844 the first normal school was opened at Albany under the leadership of David P. Page, a man remarkably endowed for the varied and difficult duties of the position of principal. As elsewhere stated, in 1838 Supt. Thomas H. Burrowes, of Pennsylvania, advocated the establishment of schools in that State for the education of teachers, in which should be given "a full course of theoretic and practical instruction in the art of teaching." In 1855 the State normal school at Millersville, Pa., began as a teachers' institute, under the leadership of James P. Wickersham, then county superintendent of schools, and has continued without a break as a normal school ever since. In 1857 the legislature of Pennsylvania passed a law which was somewhat similar to that passed by Rhode Island a few years before, and which permitted the citizens of the State to put their private money into normal school property. As a result the normal schools of Pennsylvania have been built partly by private funds, although they are State institutions. Ohio about the same time began the agitation for State normal schools. In 1841 the secretary of state of Ohio urged the legislature to establish normal schools similar to those of Massachusetts. The agitation then begun has

kept up intermittently ever since, and thus far has resulted in the establishment of a number of purely private institutions whose main purpose is the education of teachers. In addition, two normal schools connected with universities have been established within the past two years by the State of Ohio.

In most States the normal school system is an integral part of the common school system. The Eastern and Western States early adopted normal schools, and South Carolina in 1860 had one school of this kind. It was located at Charleston and called the "Girls' High and Normal School." Each Congressional district was authorized to send 15 students to the normal department, so that it was a State normal school. This excellent institution did not survive the civil war, but since the war normal schools have been generally introduced in the Southern States as a part of the public school system. The dates and places of the establishment of the first normal school in each of the States mentioned are as follows:

Lexington, Mass., 1839; Albany, N. Y., 1844; New Britain, Conn., 1850; Ypsilanti, Mich., 1852; Millersville, Pa., 1855-1859;^a Normal, Ill., 1857; Emporia, Kans., 1864; Farmington, Me., 1864; Winona, Minn., 1864; Plattville, Wis., 1866; Chicago (Cook County), Ill., 1867; Terre Haute, Ind., 1870; Nashville, Tenn., 1875; Cedar Falls, Iowa, 1876.

GENERAL OBJECT.

The normal schools of the United States have one general aim, the preparation of teachers for the public schools of the State in which they are located. Their patronage comes mainly from their own State, though they receive students from other States also, and one State, Delaware, has selected the schools of two other States to educate her students who are preparing to teach, instead of going to the expense of erecting and maintaining a State normal school.

The courses of study follow the same general lines, though there is considerable variation in both the extent of the courses and the thoroughness with which they are pursued. The courses in many States are affected by legal enactments, and the certificates issued are usually under State control. The standards of scholarship and of professional training of different normal schools differ widely even in the same State. Nearly every normal school fits its students academically, as well as professionally, for the vocation of teaching, and the universal practice confirms the view, even though some theorists seem to oppose it, that the true normal school must educate its students not only professionally but also academically. It may be added that the academic work of normal schools is professional in its character, and in this respect it differs essentially from the work of high schools, academies, and colleges.

From the catalogue of the State normal school of Colorado for 1903 the following extracts are taken:

The function of the normal school is to make teachers. To do this it must keep abreast of the times. It must lead in public education. It must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations the faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

The faculty is the school. Its power and influence consist in its faculty. The teachers should be picked men and women. They should be persons who have especially fitted themselves. Normal school work is unique. To be a teacher of teachers requires very special qualifications and preparation.

Character stands paramount in the equipment of a teacher. Nothing can take its place.

^a Millersville began as a county normal school. Its success in a large measure determined the character of the State normal school law which was adopted by Pennsylvania in 1857.

Ability to teach ranks next in the hierarchy of qualifications. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose nature blends with those being taught. It is a natural gift specially trained.

Scholarship is the reserve power of every strong teacher. It commands respect. The scholarship of a normal school teacher should first be liberal, then special.

Culture is essential. It gives tone to the entire personality. It is the development of the finer nature. It means good manners, good taste, refined thoughts, elegant expression, pure spirit.

Professional ethics and spirit bind the faculty into one harmonious whole, without which there is a great lack of efficiency. A due recognition of the above should characterize all the members of the faculty. Due regard for each other in speech and manner should always exist.

In the preparation of teachers the end in view is the education of the children of the state. The child is the supreme concern. The function of the normal school is to give such an interpretation of the child and its development in all directions as will best prepare it to enter fully, readily, and righteously into its environment.

An individual who enters to take a course in the State normal school should have maturity of mind. This is absolutely necessary inasmuch as the student who is studying subjects in their relation to the education of children has a more complex problem than the person who is studying the subject for the subject's sake.

The individual who enters should have reasonably good health. The work of the normal school demands that the student should have good health. The work of the teacher requires it.

One who is contemplating becoming a teacher should have a natural fitness to teach. The student can usually feel this; but when the authorities discover a lack of natural ability in a student to make a good teacher the student should be informed.

Common sense is a very superior qualification for the teacher.

Clean character is fundamental. Clean thoughts, pure motives, high ideals, are essential.

Intellectual ability is presupposed in the preparation of the teacher.

A very close relation exists between the teacher and the home. The teacher and the parents should be acquainted. The teacher should be intimate enough to talk candidly and freely about the interests of the child. The function of the normal school toward the home is so to prepare the people who enter that they may intelligently study the nature and wants of the child in common with the parent.

Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The needs of the child and society are reciprocal. The aim is to individualize and socialize the child.

The function of the normal school to the State is apparent. The State is interested in the education and general intelligence of all its people. To this end she founds schools and maintains a public school system. The normal school becomes the very heart of this system. It prepares those who go out to have charge of the youth of the Commonwealth.

The responsibility of no institution of learning is so great as that of a normal school. It has a great function. It exerts its influence on the mountain and on the plain; the mining district, the stock-growing region, and the agricultural sections all feel its influence. It reaches profoundly into the lives and activities of the people. It is the people's school.

EXAMINATIONS AND CERTIFICATES.

There is a wide difference in the practice of different States with respect to the examination of normal school students and the issuing of certificates to them.

(1) In some States the diploma of the school is authority to teach in the State in which it is issued. (2) In some States a board of examiners, outside of the authority in control of the management of the normal schools, has the power of deciding who can graduate from these schools and who can hold State certificates. In

Pennsylvania a committee consisting of the State superintendent of public instruction, or one of his deputies, two State normal school principals, one of whom is the principal of the school at which the examination is held, and six superintendents of schools, examines all candidates for graduation. All diplomas are signed by this committee and the faculty. The diploma issued upon graduation authorizes the holder to teach in the public schools two years without examination. After two years' successful teaching, certified to by the board of school directors and the superintendent under whom the applicant has taught, the same authorities grant a second diploma, which is a life certificate to teach in the public schools of the State. (3) In some States the diploma of the normal school is not conferred until the person who has completed the course has taught successfully two or more years after graduation, and when issued it is a life certificate to teach in the public schools of the State. (4) In some States the graduates are examined by the school official directed to issue the local certificates authorized by law, and there are no State certificates. (5) In some States the State superintendent has the authority to countersign such State normal school diplomas as he is satisfied are held by competent and successful teachers, and thus to make them State certificates. (6) In some States the students graduate from the normal schools on the authority of the management of the schools; but the right to a State certificate is decided by a board not connected with the school, which may grant the graduates certificates according to law, if it seems desirable to do so and at the same time is demanded by public interests. (7) Between some States reciprocity as to indorsing State normal school diplomas has been established by law. (8) Some State authorities accept diplomas of the normal schools of other States if the schools have a certain recognized standing.

SCHOOLS OF PRACTICE.

There is some difference of opinion with respect to the province of a well-organized school of children as a part of the normal school. In name these schools also differ. They are called training schools, practice schools, model schools, model schools and schools of practice, according as the interest and purpose of these schools differ. Some normal schools regard this part of their instruction and training as the most prominent part of their work, and employ the training not only to give practice in actual teaching, but also to impart instruction in special methods by this agency. A very few do not regard the practice of teaching as either a positive help or a safe and certain means for the training of a teacher. They consider that the candidate thus trained is so hampered by theory and by close, critical supervision that he is deprived of spontaneity and essential freedom. Some regard observation as a great help to training, while others do not consider it as a factor of sufficient importance to justify the large expenditure of time generally given to it.

As regards the length of time considered necessary to devote to practice teaching, the variation is great. Some normal schools require daily practice for two years, some for one or two terms of twelve or fourteen weeks each, and some do not think that a definite length of time is so important as that the student-teacher reaches a certain degree of proficiency in his work.

Normal school presidents differ also in their opinions as to the business control of the model school. Some prefer to use one or more of the public schools of a city or town for a model school. Others are convinced that freedom of action on the part of the normal school faculty is impossible if a public school board controls the school either wholly or partly, and that a practice school will accomplish

more for the student-teachers as well as the children if it is under the entire control of expert teachers, with no interference from officials not connected with the normal school. It is believed by many that a public school when used for this purpose becomes a school of observation rather than a school of practice.

The method of conducting the practice work at the State normal school at Worcester, Mass., is described in full in the catalogue of the school for 1903, as follows:

The students in this school have an opportunity of serving an apprenticeship in teaching in the excellent public schools of the city of Worcester. This practice teaching may occupy six months, or it may occupy an entire year, as the student elects. The time taken for it comes after a year and a half spent in the normal school, and just before the final term of the course. This lengthens the normal course for those who elect the longer apprenticeship to three full years, thus securing increased maturity of body and mind in the graduates. The practice teaching is done under the joint supervision of the faculty of the normal school and the teachers under whom the apprentices serve; and the students, with few exceptions, eagerly avail themselves of its opportunities. Individual pupils who find it impossible or impracticable to undertake this special preparation enjoy all the advantages of the school with this single exception, though it should be said that no person receives the diploma of the school without having given in the schoolroom clear evidence of ability to teach.

In preparation for the apprenticeship, students in the first term of their second year make a systematic round of weekly visits to on-going public schools, taking the various grades in their order, where they observe details of instruction and management, and afterwards present oral or written reports of the same, which are discussed in class. By the courtesy of the public school authorities it is so arranged that the schools visited shall exhibit such lessons and other exercises as the visiting students most need to see and can best understand and profit by.

The main object of the apprenticeship is to give the student practical acquaintance with the teaching of children through daily observation and practice under supervision, direction, and criticism.

The apprentice acts as assistant to the teacher of the city school; takes part in the instruction, management, and general care of the pupils, under the direction of the teacher, and is sometimes intrusted with the sole charge of the school during the teacher's absence for an hour, a half day, or a day. One student only at a time is assigned to any teacher, but each apprentice serves in at least three grades of schools.

But the apprentices spend one day of each week (Saturday) at the normal school, where they consult with the teachers and with one another, and make use of books.

They also make informal statements to the school of such facts of their experience as it may profit the other pupils to know, concerning ways of teaching, cases of discipline and the like, keeping in mind always the private character of the daily life of the schoolroom, and under special warning against revelations that might seem objectionable.

The Los Angeles State Normal School regards the practice school as the place where its work centers:

All the members of the faculty are in close touch with the work of the training department. It is the duty of some one teacher of each subject to visit the grades as often as possible, and then, in consultation with his or her associates, to shape the work of the normal department, so as to give the greatest help to student teachers. Thus all become teachers of pedagogy, and the whole of the work of the institution centers in the training department. That this end may be furthered and that all may become interested in all of the departments of the school, and especially in the pedagogical side of every subject, weekly seminar meetings are held for the discussion of questions that will directly aid the faculty in an understanding of the needs of the public schools. This knowledge is then made use of in the more thorough and practical preparation of the students for their responsible work.

A late catalogue of the Iowa State Normal School at Cedar Falls refers to the model school as follows:

The training in actual teaching is one of the more important features of this course. Large opportunities are given to observe, many class lessons in criticism

are given each term by the expert supervisor in charge, much individual help is given in personal suggestions and criticism weekly, and no pains are spared to make the candidate for completing the course as thorough, skillful, and efficient as possible. The candidate will be advised as truly and as candidly as possible regarding her special promise as to grade and other chances for success, but it is essential that one have the individual fitness necessary, as the successful training of a primary teacher is dependent upon these characteristics. It is not possible to make primary teachers out of any person who might conclude that she would like such work. The school can not, therefore, be held responsible for mistakes made by teachers who elect to enter this course.

Of the importance of a practice school for teachers, Colonel Parker said this in 1888 in his report to the State superintendent of public instruction of Illinois:

A professional training school for teachers is an impossibility without the essential means for training teachers, to wit, a practice school consisting of all the common grades. A school of chemistry without a laboratory, a medical school without a dissecting room, a manual training school without tools or materials, are just as practicable as a normal school minus a school for practice. Knowledge and mental power are of the first importance; theory is indispensable to any professional work, but after all the great art of teaching can only be acquired by teaching.

TYPICAL COURSES OF STUDY.

NEW ENGLAND NORMAL SCHOOLS.

The courses of study of the normal schools throughout the United States are affected by the peculiarities of the public school problem in the States in which they are located. In New England as a rule only those students are admitted to the normal schools who intend to teach in the public schools. The courses of study are arranged for graduates of high schools having a four years' course. Academic courses do not extend much if any beyond the high-school course, but the instruction given upon the subjects keeps in view the fact that the teacher's knowledge of a subject is different from that of the mere student. The pedagogical work consists of the theory and practice of teaching, the leading subjects of the pedagogical course being the usual ones: Psychology, pedagogy, school management, and the history of education.

The following "regular courses of study" are taken from the catalogue of the Bridgewater, Mass., State Normal School, for 1902-3:

Regular courses of study at the Bridgewater (Mass.) Normal School.

THE ELEMENTARY COURSE.

I. The study of the principles, the method of teaching, and educational value of the following subjects:

- (1) *Mathematics*.—Arithmetic and bookkeeping, algebra, plane geometry.
 - (2) *English*.—Reading, oral and written composition, grammar, rhetoric, English and American literature.
 - (3) *Sciences*.—The elements of physics, chemistry, mineralogy, botany, zoology, geography, physiology, and hygiene.
 - (4) *History*.—History and civil polity of the United States and of Massachusetts.
 - (5) Drawing, vocal music, physical training, manual training.
- II. The study of man, body and mind, for the principles of education; the study of the applications of these principles in the art of teaching school organization and school government; the history of education; the school laws of Massachusetts.

Observation and practice in the model school.

The time required for the completion of this course depends upon the ability of the student. It may be completed in two years by an able student, but it should have three years for properly performing the work. In many cases more than

two years are insisted upon. A diploma is given when the course is satisfactorily completed.

The graduates of this course are in quick demand for teaching in primary and grammar grades.

THE THREE YEARS' COURSE.

This course includes the subjects of the elementary course, with electives from the advance studies of the four years' course. It meets the wants of those who desire elective studies, also gives opportunity for more extended practice in the model school. A diploma is given upon the satisfactory completion of this course.

This broader preparation better fits the graduates from this course for positions in primary and grammar grades and for departmental teaching in these grades.

THE FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the maximum work in the subjects of the elementary course and the following subjects for the same ends:

Mathematics.—Algebra, geometry, analytical geometry, and trigonometry.

Science.—Physics, chemistry and mineralogy, botany, zoology, geology, and astronomy.

Language.—Reading, drawing, English literature, Latin, and French required; Greek and German, as the principal and visitors of the school shall decide.

History.—General history, history of education, child study.

A diploma is given when this course is satisfactorily completed.

This course fits the graduates from it to teach in grammar schools, to be principals of grammar schools and of some high schools, principals' assistants, and assistants in high schools, and not a few, after successful experience in teaching, have become superintendents of schools and teachers in normal schools.

In addition to the foregoing courses the Bridgewater catalogue announces a "kindergarten course," "courses for college graduates," and "special courses for teachers." Other Massachusetts normal schools offer practically the same courses.

MIDDLE STATES NORMAL SCHOOLS.

The normal schools of the Middle States differ widely. New York has ten State normal schools and one normal college. "The normal college is chartered as a college and empowered to confer degrees in pedagogy, but no opportunities are afforded to pursue courses of study similar to those pursued in ordinary literary colleges. Those only who design to prepare themselves for teaching will find the instruction suited to their wants and adapted to their needs." From the catalogue of the college we also learn that "the normal college endeavors to found all methods of teaching upon correct philosophical and pedagogical principles, and, more than that, it requires the students in training to display commendable skill in the method of presenting subjects before they receive their diplomas." There are seven courses of study open to the students of the college, as follows:

English course, classical course, collegiate course, supervisor's course, kindergarten course, special course, supplementary course. Three courses of study are here given.

Courses of study, New York State Normal College.

ENGLISH COURSE.

This course, covering a period of two years, is open to all students who have passed satisfactory examinations upon the following subjects: Arithmetic, algebra through quadratics, plane geometry, grammar, rhetoric, English literature, political and physical geography, American history, general history, botany, physiology, zoology, elementary and advanced physics, chemistry, astronomy, geology, bookkeeping, civil government, and elementary drawing.

The arrangement of studies, comprising not more than 20 nor less than 15 reci-

tation periods per week, distributes the prescribed and elective work according to the following schedule:

FIRST YEAR.

FIRST QUARTER.		THIRD QUARTER.	
Psychology	5	Drawing	5
History of pedagogy	5	School economy	3
Philosophy of education	3	Elective	10
Elective	5		
SECOND QUARTER.		FOURTH QUARTER.	
Psychology	5	Drawing	5
Elective	15	Kindergarten principles	5
		Elective	10

SECOND YEAR.

FIRST QUARTER.		THIRD QUARTER.	
Teaching	5	Teaching	5
Elective	15	Child study	5
		Elective	10
SECOND QUARTER.		FOURTH QUARTER.	
Teaching	5	Teaching	5
Elective	15	Child study	5
		Applied psychology	5
		Elective	5

Graduates from this course will receive a diploma that will be a license to teach for life in the public schools of the State.

CLASSICAL COURSE.

This course, covering also a period of two years, is open to those students who have passed satisfactory examinations upon all the subjects required for entrance to the English course, and in addition thereto upon solid geometry, plane trigonometry, Cæsar (three books), Cicero (six orations), Virgil's *Æneid* (six books), Latin prose composition, Xenophon's *Anabasis* (three books), Homer's *Iliad* (three books), and Greek prose composition.

Instead of the requirements in Greek the candidates may offer a two years' course in French or German.

The prescribed and elective work is arranged as follows:

FIRST YEAR.

FIRST QUARTER.		THIRD QUARTER.	
Psychology	5	Latin	5
History of pedagogy	5	Drawing	5
Philosophy of education	3	School economy	3
Elective	5	Elective	5
SECOND QUARTER.		FOURTH QUARTER.	
Psychology	5	Latin	5
Elective	15	Drawing	5
		Elective	10

SECOND YEAR.

FIRST QUARTER.		THIRD QUARTER.	
Teaching	5	Teaching	5
Greek	5	Child study	5
French		Elective	10
German			
Elective	10		
SECOND QUARTER.		FOURTH QUARTER.	
Teaching	5	Teaching	5
Greek	5	Child study	5
French		Applied psychology	5
German		Elective	5
Elective	10		

Graduates of this course will receive a diploma licensing them to teach for life in the public schools of the State, and also the degree of bachelor of pedagogy will be conferred upon them.

SUPPLEMENTARY COURSE.

This course, covering a period of one year, is open to those only who have completed either the English or the classical course. It comprises a thorough and exhaustive study of the following pedagogical works:

FIRST HALF YEAR.

Carpenter: Mental physiology.
 Spencer: Education.
 Hickok: Moral science.
 Campayré: Elements of psychology.
 Froebel: The education of man.
 Stanley: Life of Doctor Arnold.
 Mahaffy: Old Greek education.
 Bain: Mental science.

Bain: Education as a science.
 Rousseau: Emile.
 Radestock: Habit of education.
 McArthur: Education in relation to manual industry.
 Fitch: Lectures on teaching.
 Discussion of current educational themes.

SECOND HALF YEAR.

De Guimps: Life of Pestalozzi.
 Payne: Contributions to educational science.
 Rosenkranz: Philosophy of education
 De Garino: Essentials of method.
 Hill: True order of studies.
 Parsons: Systems of education.
 Klemm: European schools.
 Bowne: Introduction to psychological theory.
 Brown: Fine arts.

Jevons: Principles of science.
 Harris: Psychologic foundations of education.
 Quick: Educational reformers.
 Browning: History of educational theories.
 Rosmini: Method in education.
 School supervision.
 Schools for professional training.
 Discussion of current educational themes.
 A thesis.

Graduates from the English course will receive the degree of bachelor of pedagogy upon their completing the supplementary course, and graduates from the classical course will receive the degree of master of pedagogy.

Of the ten State normal schools in New York probably the one most widely known is the one founded by Dr. E. A. Sheldon at Oswego, and made famous by that distinguished educator. The following courses of instruction, taken from the catalogue of the Oswego State normal school for 1903-4, are practically the same for all the normal schools of the State.

Courses of instruction, Oswego (N. Y.) State normal school.

ENGLISH COURSE.

FRESHMAN YEAR.

Biology I.
 Botany.
 Algebra I.
 Reading.
 Physical culture.
 Drawing I.
 Geometry I.

Vocal music.
 Vertical penmanship.
 Biology II (zoology and physiology).
 Rhetoric I.
 Chemistry.
 History I.
 Music I.

Literary work connected with societies.

SOPHOMORE YEAR.

Physics I.
 Physical culture.
 Rhetoric II.
 History II.
 Algebra II.
 Vertical penmanship.

Physics II.
 Literature I.
 Music II.
 Vocal music.
 Geometry II.
 Trigonometry.

Literary work connected with societies.

Much writing and illustrative work in drawing is required in connection with all the subjects throughout the entire course. This necessitates the constant use of pen and ink, and each pupil is required to provide himself with paper, a fountain pen, and a portfolio for this purpose. The portfolios in use at the school are preferable and can be obtained in Oswego.

JUNIOR YEAR.

Literature II.
 Civics.
 Psychology.
 Vertical penmanship.
 History and science of education.
 Drawing II.
 Vocal music.
 Physical culture.
 Shop work (elective).

Manual training.
 General method.
 Reading.
 Advanced American history.
 School economy and school law.
 Music methods.
 Geography methods I (physical and mathematical).

Literary work connected with societies.

SENIOR YEAR.

Geography methods II.	Arithmetic methods.
Language and story methods.	Vertical penmanship.
Methods in drawing and form.	Vocal music.
Number methods.	Physical culture.
Astronomy.	Grammar methods.
Methods in science, nature, and manual training.	Teaching in training school.

Literary work connected with societies.

ELECTIVE COURSES.

MANUAL TRAINING, ADVANCED DRAWING, AND ADVANCED MUSIC.

In response to a steadily increasing demand for teachers capable of teaching drawing or music in addition to the regular class-room work, as well as for teachers of drawing or manual training or music, advanced classes in these subjects have been organized in order that students may prepare themselves for such positions.

Only those students who show unusual ability in these lines of work are invited to enter the advanced classes. Students who join these classes are expected to complete the regular English course and to spend sufficient time in addition, which time is to be devoted to the study of the subjects in which they intend to specialize.

To enter classes in advanced drawing, students should have completed drawing I and II.

CLASSICAL COURSE.

Any students who finish the studies of the English course, and in addition thereto three years of Latin and two years of Greek, or, instead of two years of Greek, two years of German, two years of French, or two years of Spanish, will receive a classical diploma.

There will be three classes in Latin, two in Greek, two in French, two in German, and two in Spanish, each class covering a course of one year. New classes will be organized only in September of each year. The Latin classes will be named Latin I, II, III, IV, V, VI; the others I, II, III, IV in each language. But one language, if new to the learner, should be commenced by the same person at the same time. As Latin extends over three years, it should be pursued first.

Some of the aims kept in view in this department are: A knowledge of forms and constructions, facility of translation into good idiomatic English, power to think accurately, and ability to appreciate good literature. Special emphasis is laid upon the fact that all right study of foreign languages is a means of drill in the use of English.

FRESHMAN YEAR.

Biology I.	Algebra II.
Botany.	Vertical penmanship.
Latin I.	Biology II (zoology and physiology).
Reading.	Latin II.
Physical culture.	Chemistry
Drawing I.	History I.
Geometry I.	Music I.

Literary work connected with societies.

SOPHOMORE YEAR.

Physics I.	Physics II.
Spanish I.	Literature I.
Latin III.	Latin IV.
Rhetoric II.	Spanish II.
Greek I.	Greek II.
German I.	German II.
Vocal music.	French II.
Physical culture.	Shop work (elective).
Vertical penmanship.	Manual training.
French I.	

Literary work connected with societies.

JUNIOR YEAR.

Spanish III.	General method.
Civics.	Reading method.
Psychology.	Advanced American history.
Latin V.	Latin VI.
History and science of education.	School economy and school law.
Drawing II.	Music methods.
Greek III.	Vocal music.
German III.	Greek IV.
Geometry II.	German IV.
Trigonometry.	Geography methods I (physical and mathematical).
French III.	French IV.
Spanish IV.	

Literary work connected with societies.

SENIOR YEAR.

Geography methods II.
Language and story methods.
Methods in drawing and form.
Number methods.
Astronomy.

Arithmetic methods.
Grammar methods.
Physical culture.
Upright penmanship.
Teaching in training school.
Methods in science, nature, and manual training.

KINDERGARTEN AND PRIMARY COURSE.

CONDITIONS FOR ADMISSION.

The conditions for admission to this course are the same as those for admission to other courses in the normal school.

FRESHMAN YEAR.

The course will be for the first year the same as for the English course, except algebra, geometry, and chemistry, which subjects are omitted from the course.

JUNIOR YEAR.

Advanced rhetoric II.
Literature I.
Physics I.
Advanced drawing I and II.

Physical culture.
Vocal music.
Vertical penmanship.
Methods in geography (twenty weeks).
Literary work with societies.

All of the methods, including psychology, kindergarten method, science of education, history of education, and school economy, as per published programme.

SENIOR YEAR.

Kindergarten methods and kindergarten practice (one term). Practice in primary grades (one term).

NOTE.—Diplomas granted at the completion of this course are designated kindergarten-primary diplomas. They are life certificates, and entitle the holder to teach in any public kindergarten, or in the primary grades of any public school in the State of New York, without any examination.

The oldest State normal school in Pennsylvania is the Millersville Normal School. It was established in 1855 as a teachers' institute, with James P. Wickersham, afterwards State superintendent of public instruction, as principal, and continued as a county normal school. In 1859 it became the first State normal school in Pennsylvania. Its influence throughout the country has probably equaled that of the Oswego Normal School, of New York, in a number of ways, though it differs from that institution in many respects. The following courses of study are taken from the Millersville catalogue of 1903. The regular and supplementary courses are practically the same in all the Pennsylvania normal schools.

Courses of study, Millersville (Pa.) State Normal School.

NORMAL DEPARTMENT—REGULAR COURSE.

The studies of the regular course, as here arranged, are so graded as to accomplish two objects: (1) To enable students to pursue and complete the different branches in the proper order, and (2) to fit students as soon as possible for the work of teaching.

All branches of the regular course may be "passed" on "special" examinations. Our object is to give students full credit for what they know when they enter school, and to classify them where they can make the most rapid advancement in their studies consistent with thoroughness.

THE REGULAR COURSE, ARRANGED BY TERMS.

C. PREPARATORY CLASSES.

1. *Full term.*—Required studies: Reading and orthography, grammar and composition, written arithmetic, physiology or political geography, penmanship, physical culture, two studies selected from group of elective studies.^a

^aElective studies for C classes: Latin, United States history, mental arithmetic, political geography, drawing, vocal music, German, French, methods.

2. *Winter term*.—Required studies: Continuation of fall term studies.^a
3. *Spring term*.—Required studies: Continuation of winter term studies.^a

B. PREPARATORY CLASSES.

1. *Fall term*.—Required studies: Reading, grammar and composition, written arithmetic or mental arithmetic, political geography or physiology, penmanship or drawing, physical culture, two studies selected from group of B elective studies.^b
2. *Winter term*.—Required studies: Reading or elements of literature, grammar and composition, written arithmetic or mental arithmetic, political geography or physiology, penmanship or drawing, physical culture, two studies selected from group of B elective studies.^b
3. *Spring term*.—Required studies: Reading or elements of literature, grammar and composition, written arithmetic or mental arithmetic, political geography or physiology or physical geography, penmanship or drawing, physical culture, two studies selected from group of B elective studies.

A. PREPARATORY CLASSES.

The A classes may be considered "conditional" junior classes.

1. *Fall term*.—Required studies:^c Reading or elements of literature, grammar, written arithmetic, algebra or mental arithmetic, political geography or physiology, United States history, drawing or penmanship, physical culture.
2. *Winter term*.—Required studies:^c Reading or elements of literature, grammar, written arithmetic, algebra or mental arithmetic, political geography or physiology or physical geography, United States history, drawing or penmanship, physical culture.
3. *Spring term*.—Required studies:^c Reading or elements of literature, grammar, written arithmetic, algebra or mental arithmetic, political geography or physiology or physical geography, United States history, drawing or penmanship, physical culture.

SUBJUNIOR STUDIES.

The following studies must be completed before a student is admitted unconditionally to the junior class: Reading, orthography, political geography, physiology, penmanship.

A fair knowledge of the "required" preparatory branches will also be demanded for admission to the junior class.

JUNIOR YEAR.

1. *First term*.^d—Required studies:^e Methods, English grammar, Latin, algebra, mental arithmetic, United States history, drawing, vocal music, physical culture.
2. *Second term*.^d—Required studies:^e Methods, elements of literature, Latin, written arithmetic, algebra, physical geography, United States history, drawing, physical culture.
3. *Third term*.^d—Required studies:^e School management, English grammar, Latin to Cæsar, written arithmetic, algebra, botany, civics, single-entry book-keeping, physical culture.

Elective studies for junior classes: Manual training, German, French, middle-year studies.

MIDDLE YEAR.

1. *Fall term*.—Required studies: Psychology, methods, rhetoric and composition, Cæsar, plane geometry, elements of chemistry, general history, manual training, physical culture.
2. *Winter term*.—Required studies: Psychology, methods, rhetoric and composition, Cæsar, plane geometry, elements of chemistry, general history, manual training, physical culture.

^a Elective studies for C classes: Latin, United States history, mental arithmetic, political geography, drawing, vocal music, German, French, methods.

^b Elective studies for B classes: Latin, algebra, United States history, mental arithmetic, physiology, physical geography (3 B), German, French, drawing, vocal music, bookkeeping (3 B), methods.

^c Elective studies for A classes: Latin, algebra, physical geography, physiology, mental arithmetic, drawing, elements of literature and composition, vocal music, bookkeeping, methods, German, French.

^d Classes in the "first term" studies of the junior year will be formed in the fall and spring terms; "second term" studies in the winter and spring terms; "third term" studies in the spring term.

^e For every study completed of the "required studies" one of the "elective studies" should be substituted.

3. *Spring term.*—Required studies: Methods and observation in model school, rhetoric and composition, Cæsar, plane geometry, elements of geology, elements of zoology, manual training, physical culture.

Substitutions: Additional chemistry (three terms) and descriptive astronomy (one term) for Latin; Greek, German, or French (three terms) for chemistry.

Elective studies for middle year: Greek, German, French, senior studies.

Classes in the studies of the fall and winter terms of the middle year are not formed in the spring term as a rule. Students will find it exceedingly beneficial, if not absolutely necessary, to attend school during the entire middle year.

SENIOR YEAR.

1. *Fall term.*—Required studies: History of education, methods, practice in model school, English classics, Cicero, solid geometry, physics, physical culture.

2. *Winter term.*—Required studies: Methods, practice in model school, American literature, Cicero and Virgil, trigonometry and surveying, physics, review United States history, physical culture.

3. *Spring term.*—Required studies: Methods, practice in model school, English literature, Virgil, surveying and review arithmetic, review geography, review English grammar, physical culture.

Substitutions: English history (one term), ethics (one term), and logic (one term) for Latin; Greek (three terms), German (four terms), or French (four terms) for solid geometry, trigonometry, and surveying.

Elective studies for senior year: Greek, French, German, advanced work in Latin, history, mathematics.

Attendance during the entire senior year is required.

The township high school law requires the regular course without any substitutions.

FOR GRADUATES IN ELEMENTARY COURSE.

Regular course completed in one year.

1. *Fall term.*—Advanced psychology (or methods and practice), Cæsar, ethics for Cicero, zoology, solid geometry.

2. *Winter term.*—Advanced psychology (or methods and practice), Cæsar, logic for Cicero and Virgil, chemistry, American literature, plane trigonometry.

3. *Spring term.*—Philosophy of education (or methods and practice), Cæsar, English history for Virgil, chemistry, English literature, surveying.

Substitutions: Additional chemistry (three terms) and descriptive astronomy (one term) for Cæsar; Greek, German, or French (three terms) for chemistry; Greek (three terms), German (four terms), or French (four terms) for solid geometry, trigonometry, and surveying.

Students who have completed Cæsar may study Cicero and Virgil instead of ethics, logic, and English history if they so desire.

Classes in the foregoing branches will be organized so that graduates in the elementary course will have the opportunity of completing the regular course in two spring terms. Consultation with the various heads of departments with respect to the studies to be pursued in absentia is strongly urged.

SUPPLEMENTARY COURSE.

(In addition to the regular course.)

Leading to the degree of B. Pd.—Philosophy of education; advanced psychology; discussion of educational questions—school supervision, including school law; devices for teaching; educational theories, etc.; school apparatus and appliances—description, use, preparation.

Leading to the degree of M. Pd.—Two years teaching after graduation in the regular course; professional reading, with abstracts—history of education in the United States, European schools, systems of education; sanitary science, school architecture, etc.; thesis.

SCIENTIFIC COURSE.

(In addition to the foregoing courses.)

Required.—Ethics, Shakespeare, four plays, Latin or Greek or French or German, higher algebra, spherical geometry, chemistry, higher physics, Greek his-

tory, the essay—Lamb, Macaulay, Emerson. analytical geometry or natural science, Roman history, philosophy of education, poetry—Tennyson, Browning, differential and integral calculus or natural science, descriptive and mathematical astronomy, chemical and electrical apparatus, English history and logic.

COLLEGE PREPARATORY COURSE.

Students will have an opportunity of pursuing college preparatory studies in connection with their regular work.

BUSINESS COURSE—PREPARATORY STUDIES.

(Designed to prepare teachers of bookkeeping.)

To be completed.—Penmanship, reading, orthography, and political geography. A fair knowledge of written arithmetic, mental arithmetic, grammar and composition, and single-entry bookkeeping.

BUSINESS COURSE, COMPLETED.

Required.—Business penmanship, United States history, twelve sets double-entry bookkeeping (three periods), grammar and composition, written arithmetic, commercial geography, civics, commercial law, and physical culture.

Optional.—Shorthand and typewriting.

TYPEWRITING.

A course in typewriting may be taken in connection with the foregoing business course or independently of it. Students usually acquire a good rate of speed in three months with one hour's daily practice.

SHORTHAND—PREPARATORY AND ADVANCED.

The shorthand course may be taken with either of the foregoing courses or independently of them. It usually requires about six months to complete the preparatory course in shorthand, though students may acquire a sufficient knowledge of the subject in a shorter time to enable them to continue the practice without a teacher.

KINDERGARTEN COURSE.

Complete junior year as outlined.

Substitutions for middle year.—Special kindergarten work (three periods) Latin, geometry, and general history.

PEDAGOGICAL COURSE FOR COLLEGE GRADUATES.

Advanced psychology, ethics, logic, history of education, philosophy of education, methods of teaching, school economy, practice of teaching, course of professional reading, review of common branches.

VOCAL AND INSTRUMENTAL MUSIC.

(Designed to prepare teachers of music.)

(The following courses are so arranged that students may study music while pursuing branches of other courses.)

VOCAL COURSE.

First grade.—Breathing gymnastics, tone formation, proper placing of the voice; vowel studies and phonetics, vocalises, selected from Concone, Delle Sedie, Donaldi Vaccai, etc.; study of English ballad as a form, easy songs.

Second grade.—Studies in phrasing, colorative exercises, vocalises by Concone, Panofka, Bordogni, etc., Italian pronunciation, study of the German "Lied," songs from the English, Italian, and French schools.

Third grade.—Studies in rapid execution and musical form; easier arias from opera and oratorio. special study of the different schools.

Fourth grade.—Selections from the standard operas and oratorios, including the works of Bach, Handel, Haydn, Weber, Wagner, Gounod, St. Saëns, etc.; songs by Franz, Brahms, Gluck, etc.

PIANO COURSE.

First grade.—Kohler's Very First Lessons, Mathew's Graded Studies, grade I; Schmidt's Five-Finger Exercises; major scales, selections from Gurliitt, Spindler, Liehur, etc.

Second grade.—Mathew's Graded Studies, grade II; Mathew's Introduction to Phrasing, Schmidt's Five-finger Exercises, major and minor scales, Clementi sonatines, selections from modern and classic composers.

Third grade.—Mathew's Studies in Phrasing, book I; Mathew's Graded Studies, books III and IV; Czerny's Etudes de Vélocité, books 1 and 2; Arpeggio's, Mason's Touch and Technic, book II; Mozart sonatas, selections from modern and classic composers.

Fourth grade.—Cramer's Etudes, Bach's Preludes and Fugues, Mason's Touch and Technic, books III and IV; Beethoven's Sonatas, selections from Liszt, Chopin, Mendelssohn, Schumann, Grieg.

A comprehensive course in harmony, theory, history of music, and analysis is offered to any student who may desire these branches.

Opportunity to complete any of the foregoing courses as early as possible will be afforded. It must be remembered, however, that studies are taught in this institution from the point of view of the teacher, and that consequently they are differently (and more thoroughly) taught than in academies and high schools.

The New Jersey State Normal School.

The New Jersey State normal school, located at Trenton, receives students only from the State of New Jersey:

There are two classes of applicants for admission to the normal school, whose claims, under the present educational conditions of the State, are respected:

First. Persons who come from the large territory where there are no "approved" high schools, but who have done a large amount of high school work, either in county courses or in partially developed high schools.

For this class of persons a longer course is provided, consisting of a brief and comprehensive arrangement of academic matter presented from the teaching point of view, which, supplemented by the strictly professional subjects, enables them to reach a standard practically equivalent to that reached by high school graduates at the end of their shorter course.

Second. Persons who are graduates of "approved" high schools. Two courses are arranged for this class: The one designed for those who wish to prepare to teach anywhere in the grades, and consisting of a number of required units and a number of elective units, which may be so chosen as to strengthen the student in particular branches, or to give an equivalent amount of training in each of the branches; the other designed for those who wish to equip themselves especially for kindergarten or beginning work.

Advanced elective work is provided for those who wish to teach high school subjects.

MIDDLE WEST NORMAL SCHOOLS.

The Middle West and Upper Mississippi Valley normal schools had their origin principally through legislative action, in the same way as universities and agricultural colleges, except that in most cases they had no advantages of land grants or permanent endowments, as the higher educational institutions had.

These normal schools are, however, a part of the educational system of the States in which they are located and are not dependent on any special locality for support, financial aid, or control. Their students are of three classes: (1) Graduates of good high schools; (2) practical teachers holding county teachers' certificates and with some experience as teachers in public schools; (3) such persons as can pass an entrance examination and are of prescribed age. In many of these normal schools none but professional students are received. These schools are generally recognized by the State universities as preparatory schools, with the right to have their graduates admitted to advanced standing, the usual custom being to grant junior class standing to normal school graduates of the standard four-year course commonly offered. This has had the effect of benefiting both the normal schools

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Algebra.....	4	Literature.....	4	Literature.....	4
Psychology and pedagogy.....	4	Geometry.....	4	Geometry or Latin.....	4
History.....	4	Civics or Latin.....	4	Physical geography.....	4
Biology.....	4	Biology.....	4	Biology.....	4
Rhetoric or Latin.....	4	Psychology and pedagogy.....	4	Psychology and pedagogy.....	4
Drawing.....	2	Drawing.....	2	Drawing.....	2

THIRD YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Teaching.....	Half day	Teaching.....	Half day	Teaching.....	Half day
Physics.....	5	Physics.....	5	Philosophy of education.....	4
Elective.....	4	Elective.....	4	School management.....	1
School management.....	1	School management.....	1	Elective.....	5

The electives are the same as in the two-year course. Weekly exercises in composition continue through the whole course. A thesis on some educational subject, and to contain not less than fifteen hundred words, is required of every candidate for graduation.

THE FOUR-YEAR COURSE.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Latin grammar and reader.....	5	Latin grammar and easy reading.....	5	Cæsar and composition.....	5
Geography.....	4	English grammar.....	4	History.....	4
Elementary physics.....	4	Arithmetic.....	4	Algebra.....	4
Pedagogy.....	4	Elementary physics.....	4	Reading.....	4
Arithmetic.....	4	Reading.....	4	Biology.....	4

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Cæsar and composition.....	5	Cæsar.....	5	Cicero and composition.....	5
Algebra.....	4	Biology.....	4	Literature.....	4
Biology.....	4	Geometry.....	4	Biology.....	4
Rhetoric.....	4	Literature.....	4	Geometry.....	4
Drawing.....	2	Drawing.....	2	Drawing.....	2

THIRD YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Cicero and composition.....	5	Ovid.....	5	Virgil.....	5
History.....	4	German or Greek.....	5	German or Greek.....	5
German or Greek.....	5	Psychology and pedagogy.....	4	Psychology and pedagogy.....	4
Psychology and pedagogy.....	4	Civics or political economy.....	4	Literature or physical ge-	
Drawing.....	2	Drawing.....	2	ography.....	4
				Drawing.....	2

FOURTH YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Virgil or physics.....	5	Livy or physics.....	5	Philosophy of education.....	5
German or Greek.....	5	German or Greek.....	5	German or Greek or chem-	
Teaching.....	Half day	Teaching.....	Half day	istry.....	5
School management.....	1	School management.....	1	Teaching.....	Half day
				School management.....	1

If entitled to take electives instead of teaching, choice may be made from the list in the two-year course. Weekly exercises in composition will be required throughout the course. An educational thesis is required for graduation as in the preceding courses.

The State normal school at Ypsilanti, Mich., "has for a number of years been doing work of collegiate grade, and the legislature of 1897, in recognition of this fact, authorized the State board of education to designate the school, in the courses leading to life certificates and degrees, by the name of the Michigan State Normal College."

The normal college offers a number of courses, two of which are here given:

Courses of study, Michigan State Normal College.

COURSE A (GENERAL).

For graduates of approved high schools. Leading to a life certificate. Time required, two years.

FIRST COLLEGE YEAR.		SECOND COLLEGE YEAR.	
FIRST QUARTER.		FIRST QUARTER.	
	Weeks.		Weeks.
1. Psychology	12	1. Teachers' course	12
2. Elementary drawing, 1	12	2. History of education	12
3. Physical training, 1	12	3. Teaching or elective	24
4. Elective	24	4. Physical training	12
Total	48	Total	48
SECOND QUARTER.		SECOND QUARTER.	
	Weeks.		Weeks.
1. Psychology, 2	12	1. Teachers' courses	24
2. Teachers' course	12	2. Elective or teaching	24
3. Elementary drawing, 2	12	Total	48
4. Physical training	12		
5. Elective	12		
Total	48		
THIRD QUARTER.		THIRD QUARTER.	
	Weeks.		Weeks.
1. Pedagogy	12	1. Teachers' courses	24
2. Teachers' courses	24	2. Teaching or elective	24
3. Physical training	12	Total	48
4. Elective	12		
Total	48		

This course is best adapted to those graduates of approved high schools who wish to prepare for grade positions, schools of mixed grades, or for principalships and superintendencies.

COURSE C (DEGREE COURSE).

For graduates from courses A and B. Leading to the degree of bachelor of pedagogics (B. Pd.) and a life certificate entitling the holder to teach in any of the public schools of the State of Michigan. Time required: Two years.

THIRD COLLEGE YEAR.		FOURTH COLLEGE YEAR.	
FIRST QUARTER.		FIRST QUARTER.	
	Weeks.		Weeks.
1. Sociology	12	1. Advanced psychology	12
2. Professional work	12	2. Professional work	12
3. Elective	24	3. Elective	24
SECOND QUARTER.		SECOND QUARTER.	
	Weeks.		Weeks.
1. Philosophy	12	1. Teaching	12
2. Professional work	12	2. Professional work	12
3. Elective	24	3. Elective	24
THIRD QUARTER.		THIRD QUARTER.	
	Weeks.		Weeks.
1. Science of education	12	1. Teaching	12
2. Professional work	12	2. Professional work	12
3. Elective	24	3. Elective	24

The Colorado State Normal School announces the following courses of study:

Outline of work, Colorado State Normal School.

	Weeks.	Periods.	Term hours.
SOPHOMORE.			
(Requisites, 44 term hours.)			
Algebra	36	5	10
Geometry	36	5	10
English	36	4	8
Reading and gymnastics	36	3	6
Physics and biology	36	5	10
Music	36	3	6
JUNIOR.			
(Requisites, 40 term hours.)			
Training school:			
1. Observation	33	1	2
2. Seminar	36	1½	3
3. Arithmetic	36	1½	3
4. Reading and physical culture	36	2	4
5. Public school art	36	3	6
Psychology	36	3	6
English and literature	36	4	8
Sloyd, domestic economy	36	2	4
Biology	36	2	4
Music	36	2	4
SENIOR.			
(Requisites, 40 term hours.)			
1. Practice in teaching	36	5	10
2. Seminar	36	1	2
3. Geography	36	1½	3
4. History and literature	36	2	4
5. Music	36	2	4
Philosophy and history of education	36	5	10
English and literature	36	3	6
Reading and physical culture	36	1½	3

ELECTIVES.

(Junior, 10 term hours; senior, 10 term hours.)

Electives may be selected from the following subjects or groups. The first numbers following the groups designate the number of recitations per week in each subject; the second designate the term hours.

Group I:	Latin, German, French, Spanish, English, and literature	5	10
Group II:	Anthropology, sociology, history, government	5	10
Group III:	Physiology, psychology, pedagogy	5	10
Group IV:	Physics, chemistry, physiography, biology	5	10
Group V:	Trigonometry, analytical geometry	5	10
Group VI:	Art	5	10
Group VII:	Sloyd, cooking and sewing, library handicraft	5	10
Group VIII:	Reading and physical culture	5	10
Group IX:	Kindergarten	5	10

SOUTHERN NORMAL SCHOOLS FOR WHITE STUDENTS.

There are two classes of southern normal schools: One that is intended for white students, and is modeled, as far as possible, on the best plans, scholastic and professional; and one that is intended for colored students, and in which elementary, academic, and professional training is combined with special industrial instruction. In schools of the first class the problems are much like the problems of the normal schools of other parts of the Union. In the second class the problems are distinctly special and local, and have in mind many more interests and economic needs than simply the preparation of teachers for the ordinary school, as it is the theory that these industrially trained colored normal school graduates have a larger and more important mission than simply the scholastic instruction commonly considered as the province of the elementary school. They are to give a

special trend to the industrial activities of the people among whom they labor, and are to become leaders in all progress, intellectual and economic.

The *Alabama State Normal College* was established as a State normal school in 1873, with a four years' course of study. The course in pedagogics proper covers a period of three years. The work of the second year is largely practice work. In the third and fourth years practice and theory are combined. In the second year the aim is to teach pupils to prepare and give lessons as regards matter, method, and manner. The lessons are written, submitted to the teacher for correction, and given to classmates, who endeavor to act the part of the pupils for whom the lesson is intended, and who afterwards present criticisms to be reviewed by the teacher. In the third year the philosophy of methods is discussed.

There are two courses, the advanced and the professional. The advanced, or regular course, occupies four years. The professional course requires but one year, and is intended for teachers of experience and graduates of high schools and colleges who do not wish to take the regular course.

The course of study of the *Louisiana State normal school* covers three years of eight months each, as follows:

First year.—Arithmetic, English grammar and composition, geography, history of United States, physiology and hygiene, penmanship and bookkeeping.

Second year.—Advanced arithmetic, algebra, rhetoric, English literature, zoology, botany, general history, psychology, civil government, and history of education.

Third year.—Geometry, English literature, physics, chemistry, psychology, ethics, pedagogy, methods of teaching, school management, and practice teaching in the practice school.

In the practice school, consisting of four primary grades, the usual branches of such grades, including drawing, vocal music, and calisthenics, are taught by the most approved modern methods. These grades are in charge of trained normal graduates and form as indispensable an adjunct to a normal school as is the workshop to a school of practical mechanics or the hospital to a medical college. For an hour each day the members of the senior normal class, divided into groups, are required to give lessons in these grades. This work is not intended to be mere experiment or observation, but bona fide teaching under the direction of trained specialists. Each student teacher is required to prepare the lesson beforehand in all its details, according to a plan devised by the training teacher. At the expiration of the practice hour the members of the senior class again assemble in their class rooms, when their work is subjected to the criticism of their classmates and of their training teacher, who point out errors both in government and in instruction. It is held by the faculty that no young teacher can go through this daily experience for months without acquiring much of that presence of mind, that self-control, that fertility of resources, and that ready knowledge of methods and devices which give the surest guaranty of success, not only in the school room, but in any other field of human endeavor.

The *Peabody Normal College*, Nashville, Tenn., has occupied a prominent position among the normal schools of the South. It is named for the distinguished philanthropist, George Peabody, who established a large fund to be used for educational purposes in the Southern States. It has been supported by the Peabody fund and the State of Tennessee. The late Dr. J. L. M. Curry, for many years the general agent of the Peabody fund, says of this school:

Giving to all the Southern States the benefit of improved normal instruction widened the college from a local State institution into a college for the South.

And again:

In establishing the college there was no intent to favor Tennessee above other Southern States. The training of teachers for all the Southern States was the

object. As the munificence of Mr. Peabody was the stimulus and the means for establishing systems of public schools in the States, so the normal college has pointed the way and aroused the effort for the organizing of the more local but indispensable normal schools.

NORMAL SCHOOLS FOR COLORED STUDENTS.

A normal school for colored teachers was opened in Baltimore in 1869. Its income is derived partly from a State appropriation and partly from tuition fees. The instruction given in this school is mainly if not wholly academic.

The State normal school for colored students at Montgomery, Ala., was established in 1874, by the State of Alabama. It was the first and for many years the only school supported by a Southern State for the higher education of the negro. Its board of trustees consists of the governor and State superintendent of education and six prominent citizens of the State. It is strictly a State school, owned and controlled by the State, and receiving no contributions from individuals. While designed primarily for a normal school, it has also industrial departments, in which carpentry, blacksmithing, wagon making, printing, cooking, sewing, and dressmaking are taught. A small appropriation was made by a recent legislature for agricultural science, and quite an interest has been developed, especially among the girls, in kitchen-gardening and floriculture.

The *Hampton Normal and Agricultural Institute* is situated in Elizabeth City County, in Virginia, on the Hampton River, overlooking Hampton Roads. The school, consisting of sixty buildings, stands on a plantation of 185 acres, the site of Hampton Hospital, one of the military hospitals of the civil war. The Hampton Institute was opened in April, 1868, under the auspices of the American Missionary Association, with Gen. S. C. Armstrong in charge. In 1870 it was chartered by a special act of the general assembly of Virginia, and thus became independent of any association or sect. It is not, as is often supposed, a Government or a State school, but is a private corporation controlled by a board of seventeen trustees, representing different denominations, no one of which has a majority. Started for the purpose of providing a practical education for the children of the ex-slaves, the school, in 1878, opened its doors to Indian pupils, and has since that time devoted itself chiefly to the development of negro and Indian youth.

The aim of the Hampton Institute was stated in 1870, by its founder, General Armstrong, in the following words:

To train selected youth who shall go out and teach and lead their people, first by example by getting land and homes; to give them not a dollar that they can earn for themselves; to teach respect for labor: to replace stupid drudgery with skilled hands, and to these ends to build up an industrial system for the sake not only of self-support and intelligent labor but also for the sake of character.

It sustains the following departments: Normal department, domestic art and domestic science departments, agriculture department, business department, Armstrong and Slater Memorial trade school, boys' productive industries, department of domestic work, medical department, military department, and missionary department.

In an article in the Philadelphia Press under date of April 23, 1904, Talcott Williams says of this school:

In its students to-day it is beginning to reap the fruits of its own labor. Over the twenty years in which I have seen the institute, the advance in the personnel of the attendance is immeasurable. They were once half-grown young men and women physically, dulled by toil and aflame with desire for education. They are to-day students like other students elsewhere, alert, intelligent, full of spirit, and coming here so much better trained that the standard has advanced in a decade nearly two years. Their training leaves them with trades, with model training in the work of teaching and of agriculture and with disciplined characters. The

"Hampton man" is coming to be recognized all over the South. The leading missionary in central Africa is a Hampton graduate; so is the leading civil engineer in Liberia. Hampton's Indian graduates are being elected to office in the West in white communities.

The *Tuskegee Normal and Industrial Institute* was established by an act of the legislature of Alabama, passed in 1880, and was opened in a church July 4, 1881. The normal course includes the following branches with others: Algebra, arithmetic, bookkeeping, botany, civil government, drawing, geography, geometry, grammar, history, literature, mental and moral philosophy, music, physiology, physics, political economy, reading, rhetoric, spelling, and theory and practice of teaching. The theory and practice of teaching is one of the eight subjects pursued by the senior class. The industrial department has advanced to a high state of efficiency. It is subdivided into more than twenty-five industries, including the following branches: Agriculture, brickmaking, carpentry, printing, blacksmithing, tinsmithing, shoemaking, harness making, sewing, laundry and saw-mill. Tuition is free. The price of board, including washing, lights, fuel, etc., is \$8 per month. Students are given an opportunity to earn \$2 or \$3 a month, so that with a good outfit of clothing the sum of \$50 is sufficient to carry an industrious student through the school year of nine months. The appropriation of \$2,000 annually made by the State legislature at first was increased in 1883 to \$3,000 annually. The whole State appropriation is used to pay tuition; for all other expenses the school looks to its friends, North and South. This school under the leadership of Booker T. Washington is doing a remarkable work for the colored people of the South. It is a fact that has an important bearing upon the work of the institute that all its officers, teachers, and employees belong to the negro race and that the numerous buildings belonging to the institute have been erected in large part by the students.

PACIFIC COAST NORMAL SCHOOLS.

The normal schools of the Pacific coast do not need to furnish all the teachers required in their elementary schools, since many reasons have led a large number of teachers, well educated and professionally trained, to go to the coast from other States. This fact has enabled the normal schools of this section, in even the younger States, to require a higher standard for entrance than has been possible in other States of the Union. The general opinion, therefore, prevails here that a high school education should be the minimum standard of entrance. In addition, many of these schools do not undertake to prepare teachers for any work beyond primary and grammar grades, as the limits placed upon the certificates issued to their graduates forbid their teaching in higher grades, an additional college standard examination being required to enable one to teach in high school grades. This has the effect of keeping the course of study within limits, and also enables more attention to be given to special lines and to training in the practice school than is common in many normal schools in other States of the Union. It has been customary for the school authorities on the Pacific coast to accept the diplomas of graduates of reputable normal schools from other States, and thus they have obtained an excellent corps of teachers. Within a short time the rules with respect to certificates from other parts of the Union have been made somewhat more rigid.

The course of study of the Los Angeles normal school is as follows:

Course of study, Los Angeles (Cal.) Normal School.

The regular course of study occupies four years.

Any student who shall accomplish the work prescribed in the course of study shall be graduated on the recommendation of the faculty, provided that one entire year must be passed in the school.

FIRST, OR JUNIOR, YEAR.

[The first number refers to the number of weeks; the second to the hours per week.]

	Junior B.	Junior A.
Professional		
English	Grammar—20—4.	English—20—4.
Science	Chemistry—20—3.	{ Botany—20—5. Geography—20—4.
Mathematics	Algebra—20—4.	Algebra—20—4.
Art and manual training	Sloyd—20—2.	{ Drawing—20—2. Sloyd—20—2.
Miscellaneous	{ History—20—4. Reading—20—3. Physical training—20—3. Music—20—2.	{ Physical training—20—3. Music—20—1.

SECOND YEAR.

	Middle D.	Middle C.
Professional		
English	English—20—4.	Word work—20—4.
Science	Zoology—20—5.	{ Domestic science—20—2. Physiology—20—5.
Mathematics	Geometry—20—5.	
Art and manual training	{ Drawing—20—2. Sloyd—20—2.	{ Drawing—20—2. Sloyd—20—1.
Miscellaneous	{ History—20—4. Physical training—20—3.	{ Reading—20—3. History—20—5. Music—20—2. Physical training—20—2.

THIRD YEAR.

	Middle B.	Middle A.
Professional	Psychology—20—4.	Psychology—20—4.
English	English—20—5.	Literature—20—5.
Science	{ Chemistry—20—3. Physics—20—4.	Domestic science—20—3. Physics—20—5.
Mathematics		Geometry—20—4.
Art and manual training	{ Method in manual training— 20—2. Drawing—20—2.	{ Drawing—20—2.
Miscellaneous	{ Physical training—20—3. Music—20—2.	{ Physical training—20—2.

FOURTH, OR SENIOR, YEAR.

	Senior B.	Senior A.
Professional	{ History and philosophy of education—20—3. General pedagogy—20—4.	{ School law—20—1. School economy—10—3. Teaching—20—12½.
English	Pedagogy of grammar—20—3.	{ Literature in the grades—20—2. Method in language—20—1.
Science	Pedagogy of geography—20—3.	{ Method in biology—20—1. Method in geography—20—1.
Mathematics	Pedagogy of arithmetic—20—5.	Method in arithmetic—20—1.
Art and manual training	Pedagogy of drawing—20—2.	Method in drawing—20—1.
Miscellaneous	{ Pedagogy of reading—20—3. Pedagogy of music—20—1. Pedagogy of physical culture—20—2.	{ Method in history—20—1. Method in reading—20—1. Method in music—20—1. Method in physical culture—20—1.

The work of senior B has been arranged with the guiding principle of direct preparation for teaching, and each subject is presented also from the "method" point of view. The work of senior A carries forward the same idea with supervision of training school practice and discussions of principles applied in the teaching of various studies. These "method" talks are by the special teachers of the respective subjects.

The foregoing courses of study are selected from a large number of courses equally good and equally typical. As a rule all the normal schools of a State have the same general course of study, and there is no great variation among the States of a division of the Union. There is more difference in the standards applied by the faculties of different institutions than in the courses of study. One normal school may emphasize scholarship, another practice work, another observation, another some phase of academic work, as mathematics or language, and so on. Here as elsewhere the trite truth applies, "As is the faculty, so is the school." The reputation of an institution of learning depends wholly upon its president and faculty. Generally normal school faculties have in them men and women of recognized scholarship and pronounced professional skill who have a clear conception of the problems before them. Many of the leading text-books used in the public schools of the United States have been written by teachers in State normal schools. Specialists in educational doctrine and its applications find the State normal school a fruitful field for their labors, and each year there seems to be an advance made along the lines of a fuller understanding of child growth and development and a deeper conviction of the great importance of the work of the educators of the educators of the future men and women of the nation; and normal school courses of study are constantly undergoing modifications in the light of the progress made by careful scientific experiments in the education of the young.

CONTROL OF STATE NORMAL SCHOOLS.

As a rule the external affairs of State normal schools are managed by a board of trustees, usually appointed by the governor of the State and confirmed by the senate. While the power of electing teachers rests with the board of trustees, the president or principal usually nominates the other members of the faculty, and this nomination is wisely regarded as equivalent to an election. Those schools are most successful that vest the power of management and government in the head of the faculty, with no unnecessary interference from local boards.

The following detailed statement concerning the management of normal schools in different States is taken in part from the report on normal schools published in the volume of Proceedings of the Los Angeles meeting of the National Educational Association:

In California each State normal school has a local board of five members, appointed by the governor. There is also a joint board, composed of the presidents of the several normal schools, the presidents of the boards, and two elective members from each board. This joint board formulates the general courses of study. The local board directs the expenditure of money for its school. Appropriations are made for each normal school separately.

The State Normal School of Colorado is controlled by a board of seven trustees, six of whom are appointed by the governor and confirmed by the senate. Two members are appointed every two years. The State superintendent of public instruction is a member of the board *ex officio*. These trustees have entire control of the school under the law.

Each normal school in Illinois has its own board of trustees, consisting of seven members, of whom the State superintendent of public instruction is one *ex officio*. All authority in the management of these institutions is put into the hands of their boards. Each institution receives an appropriation biennially from the general assembly.

The members of the board of regents of the State normal school at Emporia, Kans., are appointed by the governor, subject to the approval of the State senate. They hold office for four years, one-half of the board being appointed every two years. They formulate courses of study, elect teachers, and fix their salaries. Some time ago the legislature undertook to determine the salaries of teachers, but it was found that the plan was not feasible.

The Maryland State Normal School is governed and controlled by the State board of education, whose members are *ex officio* the trustees of the school. This board formulates the courses of study (usually upon the recommendation of the principal, who is a member of the board). The board appoints all the teachers and directs how the annual revenues are to be expended. The principal of the normal school is the secretary and treasurer of the board.

In Massachusetts "the general management of the several State normal schools shall be vested in the board of education, and moneys appropriated for their maintenance may be expended under its direction." (Chap. 41, p. 12, Public Statutes.) "The boarding houses of the State normal schools shall be under the general management of the State board of education." (Ibid., chap. 384, 1891.) The board has entire control of the State normal schools.

The normal schools of Minnesota are governed and controlled by a special board of nine members, of which the secretary is the State superintendent of public instruction. This board formulates the course of study, appoints the teachers, and directs how the annual revenues are to be expended. Four members of this board reside in the several cities where the normal schools are located, and these resident directors, together with the presidents of the schools, manage the several schools, subject to the general directions of the normal school board. The nomination of teachers is in the hands of the presidents of the schools.

The normal schools of the State of Missouri are governed by boards of regents, appointed by the governor and approved by the senate, and holding office for six years. There are three State normal schools, and each has its board of regents. The course of study, appointment of teachers, and direction of the annual revenue are wholly in the hands of these respective boards of regents. The duties of the State board of education in respect to normal schools are merely nominal. The State superintendent of education is a member *ex officio* of each of these boards, with power to vote.

The law creating the State normal school of Nebraska created a board of education for its control and management. This board of education is composed of seven persons, two of them members ex officio and the other five appointed by the governor. The two ex officio members are the State superintendent of public instruction and the State treasurer. The five appointed by the governor each hold office for five years, one being appointed each year. The president and faculty formulate the courses of study, which are submitted to the board of education. The board of education appoints the teachers. The manner in which the appropriations are spent is left very largely to the president of the normal school under the general direction of the board.

The governor of New Jersey appoints the State board of education, which consists of 20 members, 2 from each Congressional district, representing different political parties. This board of education governs the State normal school through a committee of five members of the board:

The normal schools of New York State are governed and controlled by local boards of trustees, who are appointed by the State commissioner of education, and hold their positions for life, unless they resign or are removed for cause by the joint action of the commissioner and the chancellor of the university.

These boards have local supervision of the normal schools, subject to the direction and approval of the State commissioner of education. They select and nominate teachers and determine their salaries, subject to his approval.

The revenues, which are appropriations from State funds by the legislature and receipts from tuition in certain departments of the schools, are expended by the local boards, subject to the approval of the commissioner of education.

The normal school policy of Pennsylvania is in many respects unique. By law a school must have a faculty of 6 professors, accommodations for 300 boarders, and a chapel seating a thousand adults before it can be recognized as a State normal school. On applying for recognition the school is inspected by a committee appointed by the State superintendent of public instruction; and if the requirements of the law have been fulfilled, the school is officially recognized. The law places the business management in the hands of a board of trustees of 18 members, 6 of whom are appointed by the State superintendent of public instruction for a period of three years (2 each year) and 12 are elected by the contributors or stockholders for a term of three years (4 each year).

The courses of study are determined by the board of normal school principals, and are subject to approval by the State superintendent. In order to graduate the students must pass a final examination before a board appointed for each school by the State superintendent, and consisting of himself or deputy, 2 normal school principals, of whom the principal of the school whose students are to be examined shall be one, and not less than 2 nor more than 6 county, city, borough, or township superintendents of schools. The law provides that the principal "shall be charged with the whole discipline and interior government of the school, in conformity with such regulations as shall from time to time be adopted by the trustees and approved by the State superintendent of public instruction."

There is but one normal school in Rhode Island. It is governed by a board of trustees. The functions of this board are separate from those of the board of education, although the membership of the two boards is nearly identical. The course of study is recommended by the principal and indorsed by the board. The committee on qualifications and the board of trustees appoint the principal and teachers. In practice the principal is consulted in the selection of teachers. The revenues are expended through the board, the auditor approving the accounts. Practically, however, there is much freedom of action given to the principal in this department also.

All the State educational institutions in South Dakota are governed and controlled by a board of regents of education, created and empowered by the State constitution. They have all the usual powers of such boards in any State. They have the same control over the normal schools that they have over the State university, the agricultural college, and the school of mines.

The seven normal schools of Wisconsin are controlled by a board of ten regents. The board of regents is supposed to formulate the course of study and appoint the teachers, although these two functions of the board are administered by the presidents of the schools as a matter of fact. The board, however, determines how the annual revenues are to be expended.

MAINTENANCE OF STATE NORMAL SCHOOLS.

The necessity of State normal schools as an integral part of the public school system is so commonly recognized that State legislatures as a rule have been liberal in making appropriations for maintenance and improvements.

In all the State normal schools tuition is free to students preparing to teach in the public schools. Most of the States cover the cost of tuition, etc., by the direct appropriation of a certain sum. Pennsylvania pays the tuition of all students over 17 who pledge themselves to teach in the public schools of the State. The amount paid by the State is \$1.50 a week. In addition the legislature for some time past has appropriated \$10,000 a year to each of its 13 schools for maintenance and improvements. Nearly all States have made special appropriations for the erection of buildings, etc.

The "normal school fund" of Wisconsin amounts to nearly \$2,000,000, which was derived from the sale of public lands originally granted to the State. This fund yields an annual income of about \$100,000. This sum has been added to from time to time by the legislature for maintenance and improvements.

CITY TRAINING SCHOOLS.

Every important city in the Union supports a normal school or training school for teachers. These schools are devoted to the preparation of teachers for the primary and grammar grades of the public schools of the cities in which they are located. A city normal or training school usually receives as students only graduates of the high school of the city. The course is usually a two years' course and is limited almost wholly to the study of psychology, methods of child development and of teaching the various branches, and school management, with practice work in a model school connected with the training school or in the primary grades of a public school. As a rule, expert teachers are placed at the head of the departments of the training school. The city normal school occupies a field of its own, preparing its students to become part of the educational machinery known as the public school system and to fit into this machinery with as little friction as possible, and its influence is not directly felt to any considerable extent beyond the borders of the city. It performs a necessary work and often aids in saving the schools of the city from becoming a mere machine, with but little evidences of real life and burdened with ironclad courses of study and records of examinations.

The normal schools of New York and Philadelphia are typical city training schools. The New York City training school, under the management of Prof. Augustus S. Downing, has devoted itself wholly to the fitting of teachers for the elementary grades of the city schools and has accomplished much for the public schools of the Empire City.

Probably the most widely known normal school of this kind was the Cook County (Ill.) Normal School under the leadership of Francis W. Parker. This

school was intended to prepare teachers for the public schools of Cook County outside of the corporate limits of the city of Chicago (before its latest increase in territory) and did not receive any direct appropriation from the city proper. The city paid the tuition of the pupils in the practice school, which was virtually a public school. The Cook County Normal School extended its influence beyond the borders of its territory by receiving students from all parts of the country, who carried the methods and enthusiasm of its principal and faculty into many schools throughout the land. In 1896 it was transferred by the Cook County authorities to Chicago and became the Chicago Normal School. Attendance since that time has been restricted to residents of Chicago desiring to teach in the public schools of the city.

PRIVATE NORMAL SCHOOLS.

In many of the States in which public normal schools have not fully occupied the field private normal schools may be found. In the Middle West some of these schools have drawn together large bodies of students, and have been of much service to the public schools. They necessarily differ from the public normal schools in that they are not a part of the public school system, and their ultimate object is not the same as that of the public normal schools. But many good teachers have been prepared in these institutions.

The careful student of the growth of our Republic discovers that the State normal schools have been potent factors in the upbuilding of the nation. The advancement of a people depends upon the morality and intelligence of the masses. Good public schools are necessary to foster the morality and promote the intelligence of the rising generation. The first requirement of a good school is a good teacher. The schools that prepare persons to become good teachers directly influence the State through the public schools. It may further be said that the masses are reached quickly through the public schools. The three R's have long held the leading place in the public school curriculum. But other studies have been introduced through the teachers. Nature study, temperance instruction, manual training, lessons in government, these and other subjects have reached the public schools through the teachers prepared at the normal schools. Through the influence of the graduates of State normal schools that have taken charge of the public schools throughout a county or State, entire communities have been elevated, life has been made pleasanter, property has increased in value, and all the agencies that tend to improve mankind have been strengthened in their labors. Many of the leading school superintendents in the United States are graduates of State normal schools. It may be added that hosts of young men have had the opportunity of obtaining a better education than the public school affords by being able to attend a normal school, where they could continue their studies from the point reached by them in the public school. These young men found that the State normal school was the only door to a higher intellectual life open to them. Many a one whose life has been and is an inspiration and a blessing to his community and his State owes a lasting debt of gratitude to the normal school that he was able to attend. It is natural, therefore, that these schools should be intrenched with the public schools in the hearts of the people.

It is impossible in this monograph even to mention the names that illuminate the pages of the histories of the many great normal schools of the country as their official heads. Baldwin, Colburn, Gilchrist, Greenough, Hart, Hasbrouck, Newell, Page, Parker, Peirce, Rounds, Sheldon, Welch, Wickersham, and hosts of others who now "rest from their labors," not to refer to those who are still living, have all added luster not only to the cause of professional education, but also to the cause of education in general. They exemplified in their lives the highest type of educated citizenship, "and their works do follow them."

CHAPTER XXIII.

EXHIBIT OF THE BUREAU OF EDUCATION AT THE LOUISIANA PURCHASE EXPOSITION.

TO BE HELD AT ST. LOUIS, MO., MAY 1 TO DECEMBER 1, 1904.

The following items compose the exhibit of the Bureau at the Louisiana Purchase Exposition:

1. Seventy wing-frame charts 26 by 22 inches (Nos. 1 to 70).
2. Sixteen wall charts (Nos. 71 to 86) showing certain facts in connection with education in the United States.
3. Sixteen maps of different sizes.
4. A full collection of all the reports, bulletins, circulars, special reports, and monographs issued by the Bureau of Education since its organization.
5. A specimen series of the different blanks, forms, etc., currently used by the Bureau in the collection of educational statistics and the preparation of its various publications.
6. A full set of the latest educational reports of the fifty largest cities in the United States.
7. A full set of the latest educational reports of the States and Territories of the United States.
8. A special collection for the land-grant college exhibit of charts, books, examination papers, catalogues, registers, and photographs.
9. Monographs on various phases of educational life and growth prepared for free distribution by well-known experts under the direction and with the assistance of the Bureau of Education.

Descriptions of these charts, maps, etc., as well as the figures employed, are given below. In some cases short analyses of the facts conveyed by the charts are given in connection with the figures.

WING-FRAME CHARTS.

UNIVERSITIES AND COLLEGES AND THEIR RELIGIOUS CONTROL.

(1)

Number of existing universities and colleges founded during certain periods.

Period of foundation.	Universities and colleges for men and for both sexes.	Colleges for women.	Period of foundation.	Universities and colleges for men and for both sexes.	Colleges for women.
Seventeenth century	2	-----	1831-1840	34	6
1701-1750	3	1	1841-1850	46	18
1751-1790	9	-----	1851-1860	80	43
1791-1800	10	-----	1861-1870	86	16
1801-1810	8	1	1871-1880	64	17
1811-1820	6	-----	1881-1890	86	15
1821-1830	22	1	1891-1900	53	12

Harvard University holds the honor of being the oldest of American universities, having been founded in 1638. William and Mary ranks next in age, the date of its founding being 1693. Yale began with the first year of the eighteenth century, the University of Pennsylvania in 1740, and Princeton six years later. These institutions bear witness to the estimate put upon education by the hardy pioneers, who laid wide and deep the foundation of American Commonwealths. The latter half of that century saw 19 more institutions added to the list. The chart exhibits by decades from 1790 the growth in the number of institutions of higher learning.

(2)

Per cent of the total number of colleges and universities under the control of the different religious denominations—1902.

Denomination.	Institutions controlled.	Denomination.	Institutions controlled.
	<i>Per cent.</i>		<i>Per cent.</i>
Cumberland Presbyterian	1.1	Methodist Episcopal South	6.7
United Brethren	1.1	Methodist Episcopal	9.4
Protestant Episcopal	1.2	Roman Catholic	10.1
Friends	1.2	Presbyterian	10.5
Reformed	1.5	Baptist	10.8
Christian	2.8	Other religious denominations	4.7
Congregational	3.6	Nonsectarian under public control	15.3
Lutheran	4.4	Nonsectarian under private control	15.6

The figures show about 70 per cent of all the higher institutions in the country (638 all told) to be under the control of religious denominations, while the remaining 30 per cent are nonsectarian and about equally divided between those under public, and those under private control. Many of the sectarian colleges for men were designed primarily to prepare young men for the ministry, but beyond this they now differ little from other colleges of corresponding grade except as to the matter of maintenance.

Sectarian colleges are usually supported by some unit of church administration, but in many of the stronger denominational institutions, large endowments place them beyond the necessity of regular appeal to such sources.

HIGHER EDUCATION—INSTITUTIONS AND STUDENTS.

(3)

Number of universities, colleges, and schools of technology offering certain technical courses of study in 1900.

Course offered.	Number of institutions.	Course offered.	Number of institutions.
Civil engineering	100	Horticulture	8
Mechanical engineering	87	Railway engineering	8
Electrical engineering	83	Forestry	6
Agriculture	57	Naval architecture	6
Mining engineering	44	Marine engineering	5
Chemical engineering	23	Ceramics	4
Architecture	20	Textile engineering	4
Metallurgical engineering	9	Irrigation	2
Sanitary engineering	8		

In view of the fact that the establishment of certain departments of study reflects the popular demand for instruction in these particular branches, an idea may be gained from the table of the relative demand for each technical course of study named by the number of institutions that have adopted it. Civil engineering was one of the first of the departures from the old classical general culture course, and this was followed by the establishment of other technical courses keeping pace with the development of the country. The endowment by the Federal Government of the land-grant colleges, 65 in number at present, had a far-reaching effect upon the growth of technical schools.

(4)

Universities and colleges—Proportion of institutions, students, etc., in the several geographical divisions in 1902.

	Total number.	North Atlantic division.	South Atlantic division.	South Central division.	North Central division.	Western division.
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Institutions	520	20	16	15.8	38.8	9.4
Preparatory instructors	3,598	14.4	11.2	14.2	49.1	11.1
College professors	10,830	32.7	11.4	9	37.5	9.4
Preparatory students	50,542	15.1	10.5	19.2	44.2	11
College students	101,694	32.8	10.4	10.1	38.2	8.5
Graduate students	6,490	39.8	8.7	5.2	39	7.3
Volumes in library	9,501,155	45.8	10.9	6.8	30.8	5.9
Value of grounds, buildings and apparatus	\$207,987,437	43.4	12.1	7.2	30.6	6.7
Productive funds	\$184,896,253	48.9	5.6	5.2	25.2	14.1

(5)

Number of students under higher instruction of all kinds to each 1,000,000 of the population in 1902.

	In universities, colleges, and schools of technology.	In schools of law, medicine, and theology.	In normal schools.	Total under higher instruction.
United States	1,367	612	964	2,943
North Atlantic Division	1,636	643	950	3,229
South Atlantic Division	1,041	621	628	2,290
South Central Division	714	423	677	1,814
North Central Division	1,525	723	1,252	3,500
Western Division	2,053	387	1,052	3,492

Statistics for 1872 showed only 590 college students to the million, or 1 college student to every 1,694 people, while there were for the year 1902, as shown by this chart, 1,367, or 1 student to 731 people. The total number of students receiving higher education in all the classes of schools included in the chart amount to 1 to every 337 people. The Western States have the largest relative enrollment in universities and colleges and the smallest in the professional schools, while they rank second in normal school enrollment. Class B of women's colleges is omitted in the preceding and included in the following table.

Number of students in higher education to each 1,000 of population in 1902.

State or Territory.	Number students in higher education to each 1,000 inhabitants.	State or Territory.	Number students in higher education to each 1,000 inhabitants.
United States	3.13	South Central Division—Continued.	
North Atlantic Division	3.36	Mississippi	1.88
South Atlantic Division	2.77	Louisiana	1.83
South Central Division	2.08	Texas	1.49
North Central Division	3.63	Arkansas	1.16
Western Division	3.55	Oklahoma	2.30
North Atlantic Division:		Indian Territory .....	.05
Maine	2.91	North Central Division:	
New Hampshire	2.52	Ohio	3.06
Vermont	2.86	Indiana	4.81
Massachusetts	5.25	Illinois	3.99
Rhode Island	2.67	Michigan	3.52
Connecticut	4.19	Wisconsin	3.27
New York	3.23	Minnesota	2.98
New Jersey	1.67	Iowa	4.37
Pennsylvania	3.21	Missouri	3.48
South Atlantic Division:		North Dakota	1.59
Delaware .....	.77	South Dakota	2.63
Maryland	4.65	Nebraska	3.42
District of Columbia	11.45	Kansas	3.65
Virginia	2.70	Western Division:	
West Virginia	1.76	Montana	1.22
North Carolina	2.34	Wyoming	1.36
South Carolina	2.40	Colorado	3.62
Georgia	2.38	New Mexico	1.30
Florida .....	.95	Arizona .....	.97
South Central Division:		Utah	2.39
Kentucky	2.31	Nevada	4.79
Tennessee	3.92	Idaho	2.24
Alabama	1.85	Washington	2.81
		Oregon	3.77
		California	5.17

HIGHER EDUCATION—SEX OF STUDENTS, INCOME, ETC.

(6)

Number of students in universities, colleges, and schools of technology per 1,000,000 of the population at various dates.

Year.	Number.	Year.	Number.	Year.	Number.
1872.....	560	1884.....	750	1896.....	1,230
1874.....	760	1886.....	770	1898.....	1,260
1876.....	720	1888.....	770	1900.....	1,320
1878.....	790	1890.....	880	1902.....	1,367
1880.....	780	1892.....	1,020		
1882.....	740	1894.....	1,140		

The increase in the proportion of college students to population during the last thirty years leaves no doubt as to the fact that a greater number of people are getting a college education than ever before in the history of the country.

(7).

Female university and college students to each 1,000,000 of population in 1902.

	In colleges for women only.	In coedu- cational in- stitutions.	Total.
United States.....	215	304	519
North Atlantic States.....	257	148	405
South Atlantic States.....	496	105	601
South Central States.....	302	178	480
North Central States.....	56	503	559
Western States.....	12	761	773

Oberlin College, Ohio, inaugurated the policy of coeducation in 1833, and in the seventy years elapsed since that time about 72 per cent of the colleges and universities of the country have adopted the plan of admitting the two sexes on an equal footing. The foregoing table will show how firm a place coeducation has secured in the newer portions of the country.

(8)

Proportion of male and of female students in colleges and universities in 1902.

	Public institu- tions.		Private institu- tions.	
	Male students.	Female students.	Male students.	Female students.
United States.....	Per cent. 79.4	Per cent. 20.6	Per cent. 60.5	Per cent. 39.5
North Atlantic Division.....	96.9	3.1	72.4	27.6
South Atlantic Division.....	95.6	4.4	44.0	56.0
South Central Division.....	84.4	15.6	43.0	57.0
North Central Division.....	70.4	29.6	60.2	39.8
Western Division.....	60.8	39.2	65.7	34.3

The several classes of public institutions for higher education with few exceptions uniformly admit both sexes. Nearly all institutions exclusively for males or exclusively for females are private.

(9)

Per cent of undergraduate students in certain courses in American universities, colleges, and schools of technology in 1902.

Course.	Per cent.	Course.	Per cent.
Textile and sanitary engineering	0.1	Civil engineering	4.6
Architecture .....	.3	Mechanical engineering	6.2
Chemical engineering .....	.8	General scientific courses	7.2
Mining engineering	1.8	Other general culture courses	14.0
Electrical engineering	3.1	Classical courses	49.0
Agriculture	3.4	Unclassified	9.4

The fact that the student taking a technical course has already chosen his career differentiates somewhat that class of students from those pursuing "general scientific courses," "other general culture courses," and "classical courses." The various professions are recruited from students in the courses last named, as a rule, the student pursuing a professional course varying from one to four years after graduation from college.

(10)

Sources of income of the different classes of higher educational institutions in 1902 compared.

Class of institutions.	Tuition fees.	Endowment funds.	Municipal or State governments.	Federal Government.	Other sources.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
All institutions	38.7	24.3	19.0	8.7	9.3
Universities and colleges (for men and for both sexes)	37.1	29.1	20.3	4.0	9.5
Higher institutions for women	72.0	17.2	-----	-----	10.8
Minor colleges and seminaries for women	86.1	1.9	3.1	-----	8.9
Schools of technology	12.8	12.3	26.4	40.8	7.7

The figures given here deal with the sources of income of the various classes of higher institutions of learning in the United States. The universities and colleges for men and for both sexes and schools of technology include all institutions which have been beneficiaries of the several land-grant acts of the Federal Congress. State appropriations form a large part of the income of those institutions known as State universities. The institutions for the education of women exclusively are, with few exceptions, under private control. Nearly all the institutions under public control admit both sexes. The exceptions include such technical schools as fit for vocations and professions calling peculiarly for the services of men.

HIGHER EDUCATION—ENDOWMENTS.

(11)

Number of universities and colleges having certain endowments, 1902.

Amount of endowment.	Number.	Amount of endowment.	Number.
No endowment funds.....	147	\$400,000 to \$500,000.....	18
Less than \$10,000.....	29	\$500,000 to \$1,000,000.....	29
From \$10,000 to \$25,000.....	36	\$1,000,000 to \$1,500,000.....	15
From \$25,000 to \$50,000.....	30	\$1,500,000 to \$3,000,000.....	10
\$50,000 to \$100,000.....	53	\$3,000,000 to \$5,000,000.....	4
\$100,000 to \$200,000.....	61	\$5,000,000 to \$8,500,000.....	4
\$200,000 to \$300,000.....	44	Over \$12,500,000.....	3
\$300,000 to \$400,000.....	20		

This table exhibits the status of American institutions for higher education as to endowment funds. Of 356 institutions having endowments varying from \$500 to more than \$12,500,000, 78 receive aid from national, municipal, or State governments. The income from these endowments is applied in most cases to the direct maintenance and operation of the respective schools, but in some various amounts are used for the support of scholarships, and in others for research. The aggregate endowment of all institutions, public and private, reaches the considerable amount of \$185,944,668.

(12)

Benefactions to universities, colleges, and schools of technology in ten years.

Year.	Amount.	Year.	Amount.
1893.....	\$6,532,157	1898.....	\$8,204,281
1894.....	9,025,240	1899.....	21,925,671
1895.....	5,998,227	1900.....	11,995,463
1896.....	8,342,728	1901.....	18,040,413
1897.....	8,390,938	1902.....	17,039,967

This table is interesting as it shows an increase of nearly threefold in the amount given by individuals to the cause of higher education in the ten years ending with 1902. These remarkable evidences of private munificence attest the great prosperity of the times as well as a growing interest in the financial welfare of American colleges on the part of holders of great wealth. The steady increase from the first year of the decade named, one of great financial depression throughout the country, may be considered as an indication of returning prosperity.

(13)

Benefactions to higher education in ten years, 1893-1902.

North Atlantic Division...	\$45,495,190	North Central Division...	\$40,456,887
South Atlantic Division...	5,577,199	Western Division.....	19,779,848
South Central Division...	4,188,012		

The aggregate sum of \$115,500,000 is shown by this table to have been given by individuals in aid of higher education in the last ten years in the United States. About 39 per cent of this total was given to institutions in the North Atlantic States, against 35 per cent in the North Central States, and 17 per cent in the Western. the remainder going to the two southern groups.

(14)

Benefactions to different classes of institutions during the year 1902.

Class of institutions.	Amount.	Class of institutions.	Amount.
Universities and colleges for men and for both sexes.....	\$14,840,629	Schools of law.....	52,859
Colleges for women.....	1,466,680	Schools of medicine.....	161,573
Minor colleges and seminaries for women.....	305,845	Public normal schools.....	150,420
Schools of technology.....	426,783	Private normal schools.....	550,916
Schools of theology.....	1,269,433	Public high schools.....	142,936
		Private high schools.....	980,635

This table shows the various amounts given to the several classes of schools. "Universities and colleges for men and for both sexes" received nearly three times as much as all other classes of institutions combined. Colleges for women stood next in magnitude of benefactions received.

Benefactions to universities and colleges for men and for both sexes, 1902.

State or Territory.	Benefac-tions.	State or Territory.	Benefac-tions.
United States.....	\$14,840,629	South Central Division—Continued:	
North Atlantic Division.....	6,386,315	Mississippi.....	55,000
South Atlantic Division.....	737,210	Louisiana.....	36,650
South Central Division.....	542,009	Texas.....	152,120
North Central Division.....	6,787,354	Arkansas.....	56,700
Western Division.....	387,741	Oklahoma.....	0
North Atlantic Division:		Indian Territory.....	11,900
Maine.....	114,495	North Central Division:	
New Hampshire.....	50,246	Ohio.....	1,237,276
Vermont.....	52,500	Indiana.....	354,450
Massachusetts.....	1,308,683	Illinois.....	3,238,098
Rhode Island.....	395,307	Michigan.....	90,332
Connecticut.....	696,335	Wisconsin.....	411,628
New York.....	2,023,628	Minnesota.....	83,491
Pennsylvania.....	1,665,654	Iowa.....	720,604
South Atlantic Division:		Missouri.....	404,177
Delaware.....	40,500	North Dakota.....	14,500
Maryland.....	57,037	South Dakota.....	39,000
District of Columbia.....	168,000	Nebraska.....	88,369
Virginia.....	15,250	Kansas.....	105,429
West Virginia.....	198,226	Western Division:	
North Carolina.....	25,717	Montana.....	250
South Carolina.....	161,602	Wyoming.....	0
Georgia.....	70,878	Colorado.....	43,717
Florida.....	70,878	New Mexico.....	200
South Central Division:		Arizona.....	0
Kentucky.....	137,777	Utah.....	594
Tennessee.....	76,862	Nevada.....	0
Alabama.....	15,000	Idaho.....	150
		Washington.....	71,500
		Oregon.....	37,804
		California.....	233,526

**DEVELOPMENT OF AMERICAN COLLEGE COURSES—SUBJECTS
OFFERED AT PERIODS NAMED.—I.**

(15)

Date.	Greek.	Latin.	Semitic.
Seventeenth century.	Translating; prose composition; grammar; Testament.	Used as medium of communication.	Hebrew—Translating, prose composition, grammar; Chaldee, elementary; Syriac, elementary.
Eighteenth century.	Translating; prose composition; grammar; Testament; Greek catechism.	Translating; composition and grammar.	Hebrew—Translating, prose composition, grammar.
1825.....	Translating; prose composition; grammar; Testament.	Translating; composition and grammar.	Hebrew, elementary.
1850.....	Translating; prose composition; grammar; history of literature.	Translating; composition and grammar.	Hebrew, elementary.
1875.....	Translating; prose composition; grammar; legal antiquities; sight reading; ecclesiastical Greek.	Translating; composition; antiquities.	Hebrew, elementary.
1900.....	Translating; prose composition; grammar; original essays; antiquities; archaeology; reading at sight; reading at hearing; history of literature; New Testament; Hellenistic Greek; modern Greek.	Translating; composition; Roman life and literature; later Latin.	Hebrew—Elementary course, history of the literature, history of the religion, institutions; Syriac, elementary; Arabic, elementary; Assyrian, elementary; Semitic philosophy; Semitic religions.

(16)

Development of American college courses—Subjects offered at periods named.

Date.	Mathematics.	Germanic languages.	Geology.
Seventeenth century.	Arithmetic; geometry.		
Eighteenth century.	Arithmetic; geometry.		
1825.....	Arithmetic (reviewed); geometry; trigonometry—plane, spherical; logarithms, mensuration, surveying, navigation; algebra (advanced); analytical geometry; calculus.	German, elementary.....	Elementary (lectures), mineralogy (lectures).
1850.....	Geometry; trigonometry—plane, spherical; logarithms, mensuration, surveying, navigation; algebra (advanced); analytical geometry; calculus.	German, elementary; Gothic, elementary.	Elementary (lectures), mineralogy (lectures).
1875.....	Geometry; trigonometry—plane, spherical; logarithms, mensuration, surveying, navigation; algebra (advanced); analytical geometry; calculus; modern geometry; descriptive geometry; quaternions; conic sections; analytic mechanics.	German—grammar, prose composition, historical prose, classical extracts; Gothic.	Elementary, structural; paleontology, mineralogy.
1900.....	Geometry; trigonometry—plane, spherical; logarithms, mensuration; advanced algebra; analytical geometry; calculus; modern geometry; descriptive geometry; quaternions; conic sections; theory of equations; infinite series and products; theory of numbers; history of mathematics.	German—grammar, prose composition, oral practice, sight reading, historical prose, scientific prose, classical writers, drama, history of literature (outline course and by periods), modern novels, history of language; course in German; Scandinavian languages—Danish, Swedish, Icelandic; Dutch language; Gothic; Germanic philology.	Elementary; elementary field and laboratory; advanced field work; experimental and dynamic; physical, economic, historical; paleontology; mineralogy—descriptive, chemical, physical, crystallography; petrography; mining—plant for general operations, prospecting, exploiting metal and coal; metallurgy—ore treatment, chemistry of, assaying.

**DEVELOPMENT OF AMERICAN COLLEGE COURSES—SUBJECTS
OFFERED AT PERIODS NAMED.—II.**

(17)

Date.	History.	Philosophy.	English.
Seventeenth century.	History	Logic; ethics	Rhetoric; composition; oratory (disputes); grammar.
Eighteenth century.	History	Logic; ethics; metaphysics	Rhetoric; composition; oratory (disputes); grammar.
1825.....	Universal history	Logic; ethics; philosophy (intellectual philosophy).	Rhetoric; composition; oratory (speaking) grammar.
1850.....	General outlines; ancient; classical; modern; English constitutional.	Logic; ethics; philosophy (intellectual philosophy); history of philosophy.	Rhetoric; composition; oratory; Anglo-Saxon; grammar; modern literature (lectures); outline history of the language.
1875.....	General outlines; ancient; classical; European civilization; medieval; modern; English—political, constitutional; colonial America; diplomatic.	Logic—elementary, advanced; ethics, elementary, history; philosophy (intellectual philosophy); history of philosophy; outline course, ancient; Descartes and Kant; modern; "psychology" (really philosophy).	Rhetoric; composition; oratory; Anglo-Saxon; early English; grammar—historical, modern; history of the language; Literature—Chaucer, Shakespeare, Bacon, Milton, Dryden.
1900.....	General outlines; ancient oriental monarchies; classical—Greece, Rome; general medieval; Mohammedanism and crusades; renaissance and reformation; church history—early, medieval, modern; general history of Europe; French Revolution; Napoleonic era; modern European history; Northeastern Europe; Eastern Asiatic question of to-day; English—early political, middle, modern, constitutional, colonial possessions; United States—colonial, national political, constitutional, reconstruction period, present period, diplomatic, territorial expansion, opening of the West, Pacific slope; Spanish American.	Logic—elementary, advanced; ethics—elementary, history, present problems of; philosophy, introductory course, history of philosophy, outline course, ancient, Plato and Aristotle, medieval, early modern, Kant and successors, English, American, recent; psychology—elementary, advanced, experimental; philosophical problems; theism; aesthetics; theory of knowledge; evolution; philosophy of religion; philosophy of history.	Rhetoric—narration, description, exposition, argumentation, original composition, poetics; oratory—declamation, formal addresses, debates, extempore speaking; philology—Anglo-Saxon, early English, middle English, grammar, historical, modern, history of the language, phonetics; literature—general course, history of, by periods, Chaucer, Spencer, Shakespeare, Bacon, Milton, nineteenth century poets, the novel, the essay, the drama, the letter writer, the short story, contemporary poets, American literature, literary criticism.

(18)

Development of American college courses—Subjects offered at periods named.

Date.	Political economy.	Chemistry.	Political science.
Seventeenth century.	-----	-----	Politics (with ethics).
Eighteenth century.	-----	-----	Politics (with ethics).
1825.-----	Elementary course.-----	Elementary (lectures) ----	Political philosophy (with ethics); law of nations.
1850.-----	Elementary course.-----	Elementary (lectures) ----	Political philosophy (with law of nations); law of nations; Constitution of the United States (with economics).
1875.-----	Principles; European history of; elements of finance.	Elementary course; organic; qualitative analysis; quantitative analysis; laboratory work.	Political philosophy; international law (elements); constitutional law of the United States; Roman law.
1900.-----	Principles; economic theory; economic history—ancient, mediæval, modern European, United States; finance—money, banking, public debts, taxation, United States history of; communism; socialism; transportation; statistics; accounting; business law; international payments; commerce—history, geography; history of political economy.	General course; organic; inorganic; qualitative analysis; quantitative analysis; advanced quantitative analysis; gas analysis; assaying; advanced organic; theory of chemistry; history of chemistry; toxicology; physical chemistry; industrial chemistry; physiological chemistry; laboratory work.	Introductory course; international law (elements); constitutional law of the United States; constitutional law, general course; Roman law; jurisprudence; comparative politics; constitutional government; local government; municipal government; administration; colonial government.

**DEVELOPMENT OF AMERICAN COLLEGE COURSES—SUBJECTS
OFFERED AT PERIODS NAMED.—III.**

(19)

Date.	Comparative literature.	Physics.	Bible.
Seventeenth century.	-----	Physics (germs of subject of to-day).	New Testament; theology; Old Testament.
Eighteenth century.	-----	Elements (as term "physics" is understood nowadays).	New Testament (in Greek); theology; Old Testament (expounded).
1825	-----	Elementary course or natural philosophy.	New Testament (in Greek); natural theology; Christian evidences.
1850	Ancient literature (lectures); modern literature (lectures).	Elementary course	Biblical interpretation; natural theology; Christian evidences.
1875	Ancient literature (lectures); modern literature (lectures).	Elementary course; electricity and magnetism; light and heat; dynamics; optics; laboratory course; mathematical physics.	Biblical interpretation; natural theology; Christian evidences.
1900	Sacred history; classical literature—Greek, Latin; mediæval European; modern romanticism; criticism.	Elementary; general description; electricity and magnetism; light and heat; thermodynamics; optics; laboratory course; microscope, use of; photography; history of physics.	New Testament—general course, Acts and Epistles; Christian evidences; Old Testament—poetical books, prophetic books; Biblical history; literary study of the Bible.

(20)

Development of American college courses—Subjects offered at periods named.

Date.	Romance languages.	Date.	Romance languages.
Seventeenth century.	-----	1900	French—Elementary course, historical prose, scientific prose, lyric poetry, drama, Molière, Voltaire and contemporaries, Victor Hugo and romanticists; history of literature (outline), mediæval literature, literature of sixteenth, seventeenth, eighteenth, and nineteenth centuries, recent novelists, living writers, courses in the French language, rhetoric, grammar (historical and modern); history of the language, literary criticism; provençal; Italian—grammar, composition, literature of the fifteenth and sixteenth centuries, Dante, sight reading; Spanish—grammar and composition, modern literature; Portuguese, elementary; Rumanian; romance philology.
Eighteenth century.	French, elementary.		
1825	French, elementary; Italian, elementary; Spanish, elementary.		
1850	French, elementary; Italian, elementary; Spanish, elementary.		
1875	French, elementary course, leading authors, old French, grammar (historical, modern); Italian—grammar, composition, modern authors, early literature; Spanish—grammar, composition, classic authors; romance philology.		

(21)

Development of American college courses—Subjects offered at periods named.

Date.	Geography.	Astronomy.	Botany.
Seventeenth century.	-----	Astronomy -----	"Nature of plants."
Eighteenth century.	Descriptive -----	Astronomy -----	Elements.
1825.-----	Descriptive -----	Astronomy -----	Elements.
1850.-----	Meteorology (lectures) -----	Astronomy -----	Elements.
1875.-----	Physical; meteorology -----	Astronomy -----	Elementary; advanced.
1900.-----	Physiography—general, of the lands, of the United States, of Europe; meteorology; oceanography; climatology—general, special; Pacific Ocean—currents, climatology.	Descriptive, practical, theoretical, astronomy.	Elementary; morphology of plants; flowering plants; cryptogamic botany; practical course; economic; experimental courses.

(22)

Development of American college courses—Subjects offered at periods named.

Date.	Zoology.	Music.	The arts.
Seventeenth century.	-----	-----	-----
Eighteenth century.	-----	-----	-----
1825.-----	Description of animals.	-----	-----
1850.-----	Elements (lectures).	-----	-----
1875.-----	Elementary course; vertebrates; radiates and articulates; mollusks.	Harmony; counterpoint; canon; fugue; history.	Principles of fine arts; painting; sculpture; architecture; history of art—oriental (early), Greek, Roman, mediæval.
1900.-----	General course; invertebrates; vertebrates; fossil invertebrates; morphology; embryology; neurology; histology; entomology; ichthyology; physiology; laboratory course; anatomy (brief course).	Harmony; counterpoint; canon; fugue; history; composition; theory; chorus; instrumentation; practice—piano, organ, violin.	Drawing; painting; sculpture; modeling; architecture; landscape designing; history of art—oriental, (early), Greek, Roman, mediæval, renaissance; industrial arts—wood carving, furniture, interior decorations, ceramics.

COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.—I

Nine charts, illustrative of the growth and development of land-grant colleges since the act of Congress of 1862 providing for their endowment, are presented both in connection with the regular Bureau exhibit and also in the land-grant college exhibit in the building of the Palace of Education. These colleges have won a very distinct place in American educational life, and doubtless have had much to do with the phenomenal industrial development of the past forty years. The institutions known as "land-grant colleges" form the only class receiving aid directly from the National Government, except the Military and Naval academies. The first aid was given in the form of public lands; but the funds arising from their sale being insufficient to meet the growing needs of these institutions they were supplemented in 1890 by provision for an annual grant, beginning with \$15,000 to each and gradually increasing until in 1900 it reached the maximum of \$25,000, at which it remains. These institutions at present number sixty-five. Separate institutions for white and for colored students are maintained in each one of the South Atlantic and South Central States, thus causing a division of the fund to which the State is entitled between two institutions.

The income derived from Federal sources being restricted to maintenance, it was necessary for each State to make provision for buildings, apparatus, sites, etc., and this has been generously done in each and every instance. The individual States may be said to have shared with the National Government equally in the upbuilding of these useful institutions. The Report of the Commissioner of Education for 1903 shows that 47.6 per cent of all moneys received by land-grant colleges was derived from the States and Territories.

The Federal grants did not in all cases result in the creation of new institutions, but in many of the States new departments to meet the requirements of the act of 1862 were engrafted upon some institution already established.

(23)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Increase in institutions, professors, and students.*

Year	Institutions.	Professors.	Collegiate and graduate students.	Year.	Institutions.	Professors.	Collegiate and graduate students.
1865	3	20	226	1890	45	947	12,517
1870	21	144	2,049	1895	51	1,334	13,896
1875	39	415	3,703	1900	65	2,221	18,066
1880	41	492	6,059	1903	65	2,237	19,103
1885	43	743	6,765				

(24)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Recent growth in number of students (including students in preparatory department).*

Year.	White students.	Colored students.	Total.
1891	10,398	1,957	12,355
1894	14,833	2,454	17,287
1897	15,747	3,908	19,655
1900	21,006	4,648	25,654
1903	23,090	5,051	28,141

(25)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Attendance in 1890 compared with that of all other institutions for higher
education.*

Year.	Land-grant colleges.	All other institutions.
1890	12,517	46,121
1895	13,896	67,675
1900	18,066	83,218
1903	19,106	89,655

(26)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Regular technical students pursuing degree courses in 1903.*

Course.	Number in each course.	Total enrollment.	Course.	Number in each course.	Total enrollment.
Railway and sanitary engineering	20	0.2	Mining engineering	954	6.1
Forestry	66	.4	General science	1,310	8.4
Horticulture	68	.4	Electrical engineering	2,314	15
Textile engineering	119	.8	Agriculture	2,337	15.1
Chemical engineering	154	1	Civil engineering	2,371	15.2
Architecture	194	1.2	Mechanical engineering	3,869	25
General engineering	534	3.4			
Chemistry	570	3.7	Total		100
Household economy	637	4.1			

(27)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Annual income compared with that of all other institutions of higher education.*

Year.	Land-grant colleges.	All other institutions.
1885	\$1,076,032	\$7,118,698
1890	1,687,518	10,801,918
1895	4,841,378	16,783,638
1900	7,111,749	20,856,488
1903	10,236,951	25,112,169

(28)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Value of property owned, 1903.*

	Amount.		Amount.
Funds from sale of lands (grant of 1862)	\$11,314,391	Apparatus	\$1,743,316
Other land-grant funds	2,063,375	Machinery	1,651,091
Other permanent funds	15,819,651	Libraries	2,194,804
Unsold lands (grant of 1862)	4,504,486	Live stock	252,491
Farms and grounds	5,560,762	Miscellaneous equipment	3,985,772
Buildings	21,935,455	Total	70,925,594

COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.—II.

(29)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Increase in the value of buildings, grounds, and apparatus.*

Year.	Value.
1870.....	\$3,620,643
1880.....	5,017,964
1890.....	9,473,481
1900.....	22,001,723
1903.....	37,323,671

(30)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Value of buildings, grounds, and apparatus of land-grant colleges compared
with that of all other institutions of higher education.*

Year.	Land-grant colleges.	All other institutions.
1880.....	\$5,017,964	\$39,623,424
1890.....	9,473,481	71,894,729
1900.....	22,001,723	151,473,052
1903.....	37,323,671	171,798,822

(31)

*Colleges of agriculture and the mechanic arts endowed by national land grants—
Growth of libraries compared with that of all other institutions of higher
education.*

Year.	Land-grant colleges.	All other institutions.
1875.....	<i>Volumes.</i> 43,427	<i>Volumes.</i> 1,806,173
1885.....	143,555	3,157,163
1895.....	446,681	6,002,673
1900.....	1,153,380	7,876,073
1902.....	1,349,168	8,784,307

PROFESSIONAL EDUCATION IN THE UNITED STATES.

(32)

Sex of students in professional and allied schools, 1902.

Class of schools.	Male.		Female.	
	Number.	Per cent.	Number.	Per cent.
Theology	7,235	98.5	108	1.5
Law	13,747	98.7	165	1.3
Medicine (all classes)	25,644	95.6	1,177	4.4
Medicine, regular	23,558	96.3	889	3.7
Medicine, homeopathic	1,530	85.7	221	14.3
Dentistry	8,258	98.1	162	1.9
Pharmacy	4,209	97.1	218	2.9
Veterinary medicine	576	100.0	-----	-----
Nurse training	1,376	11.2	11,879	88.8

(33)

Professional education in the United States—Growth in twenty-two years, 1880–1902.

	Number of students.		
	1880.	1890.	1902.
Theology	5,242	7,013	7,343
Law	3,134	4,518	13,912
Medicine:			
All classes	11,929	15,484	26,821
Regular	9,876	13,521	24,447
Homeopathic	1,220	1,164	1,551
Dentistry	730	2,696	8,420
Pharmacy	1,347	2,871	4,427
Veterinary	-----	463	576
Nurse training	323	1,552	13,252

EDUCATION OF TEACHERS IN THE UNITED STATES.

(34)

Enrollment of normal students in the several classes of institutions in 1902.

	In normal schools.	In high schools.	In universities and colleges.
North Atlantic Division	18,510	8,253	2,207
South Atlantic Division	5,641	2,059	1,076
South Central Division	7,538	3,902	2,432
North Central Division	39,392	3,626	4,315
Western Division	3,987	535	660

In addition to the professional training given in regular normal schools of various grades to those preparing to teach, many cities and almost all the liberal-arts colleges have established teachers' training departments or courses. This chart presents the numbers attending normal schools, high schools, and universities and colleges for the year 1902, by geographical divisions, and shows for the United States approximately 72, 18, and 10 per cent in attendance in the three classes of schools, respectively. It is interesting to note in this connection the fact that the North Atlantic States show the largest attendance in high schools, while the North Central exceed in normal school attendance.

(35)

Public appropriations to normal schools, 1890-1902.

Year.	For maintenance.	For build-ings.	Year.	For maintenance.	For build-ings.
1890.....	\$1,312,418	\$900,533	1897.....	\$2,426,185	743,333
1891.....	1,285,700	409,916	1898.....	2,566,132	417,866
1892.....	1,567,082	394,635	1899.....	2,910,934	560,896
1893.....	1,462,914	816,826	1900.....	2,769,003	718,567
1894.....	1,996,271	1,583,399	1901.....	3,068,485	709,217
1895.....	1,917,375	1,003,933	1902.....	3,228,090	906,301
1896.....	2,187,875	1,124,834			

The realization on the part of the public as to the needs of normal training for teachers in the public service is shown by the yearly increase in public appropriations during the last thirteen years. This increase in the sums for maintenance, although subject to slight fluctuations from year to year, is very marked, and registers a true growth in popular appreciation of this branch of professional training. The amount appropriated for buildings, from the nature of the case, is subject to greater variations from year to year.

(36)

Students pursuing certain studies in public normal schools in 1902.

Subject.	Number pursu- ing it.	Per cent of total enroll- ment.
History of education	10,953	22.17
Theory of education	12,925	26.18
School organization and supervision	13,443	27.19
School management and discipline	15,505	31.38
School hygiene	13,655	27.64
Psychology and child study	14,538	29.43
Ethics	4,816	9.75
School laws	8,692	17.59
Practical pedagogy	14,468	29.29

It must be understood that the list of studies presented here does not cover all the branches taught in normal schools, or normal courses, but those named have more to do with the theoretical side of pedagogic preparation, while the more practical features may be said to be studied all the time by all classes during the course. It is necessary, too, to consider the relative length of the periods devoted to each study, some requiring a full session and others being completed in a single term, after which other of the shorter studies are taken up in their place.

SECONDARY EDUCATION IN THE UNITED STATES.

(37)

Number of secondary students per 1,000,000 of the population in public and in private institutions, 1891-1902.

Year.	Public.	Private.	Year.	Public.	Private.
1891.....	3,500	2,300	1897.....	5,900	2,300
1892.....	3,800	2,400	1898.....	6,300	2,300
1893.....	3,900	2,300	1899.....	6,600	2,300
1894.....	4,500	2,600	1900.....	7,000	2,300
1895.....	5,300	2,600	1901.....	7,200	2,300
1896.....	5,600	2,300	1902.....	7,200	2,200

During the twelve years noted in this chart the attendance in public secondary schools per 1,000,000 people in the United States has more than doubled, the average increase being nearly 9 per cent each year. The proportion of the population in attendance in private schools has been nearly stationary. Public high schools show a strong tendency toward growth in all sections of the country, the maintenance of secondary schools at public expense having obtained a fixed place in educational policies.

(38)

Number of students to each 1,000,000 of school population in 1902.

	Public.	Private.
United States.....	7,200	2,200
North Atlantic States.....	8,476	2,443
South Atlantic States.....	2,893	2,362
South Central States.....	2,912	2,077
North Central States.....	10,012	1,812
Western States.....	8,566	2,359

The rise of the public secondary schools is one of the most striking features of American educational progress, and a consideration of the relative numbers attending private and public schools in the different geographical groups of States shows to a large extent the status of public secondary education in each particular group.

(39)

Number of pupils in private high schools and academies controlled by the several religious denominations, 1902.

Controlled by—	Number of pupils.	Controlled by—	Number of pupils.
Lutheran.....	2,077	Various other denominations.....	4,892
Methodist Episcopal South.....	2,710	Methodist.....	5,856
Congregational.....	2,787	Baptist.....	7,039
Friends.....	3,146	Roman Catholic.....	16,786
Presbyterian.....	4,076	Nonsectarian.....	50,574
Episcopal.....	4,747		

The attendance in private high schools and academies is shown by the table to be nearly equally divided between nonsectarian institutions and those under control of religious denominations.

COMMERCIAL EDUCATION IN THE UNITED STATES.

(40)

Students pursuing commercial studies in several classes of institutions, 1894 and 1902.

Class of institution.	1894.	1902.
Universities and colleges.....	7,300	9,207
Normal schools.....	7,771	^a 7,099
Private high schools and academies.....	4,446	16,384
Public high schools.....	15,220	76,194
Commercial and business schools.....	115,748	137,247

^a 1901.

Nearly all classes of schools above the elementary grade have made provision for instruction in bookkeeping, stenography, and allied branches. The period of nine years just passed has witnessed the establishment of many business departments as well as complete business high schools in the various cities of the country. The pupils taking business courses in the public high schools have increased fivefold, while in private institutions of the same grade the increase has been nearly fourfold.

SECONDARY STUDIES—RELATIVE NUMBER OF PUPILS PURSUING EACH BRANCH.

(41)

Percentage of students in public and in private high schools pursuing certain studies in 1902.

Study.	Public.	Private.	Study.	Public.	Private.
	<i>Per cent.</i>	<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
Latin.....	50.07	46.64	Physical geography.....	22.57	20.04
Greek.....	2.50	7.89	Geology.....	3.11	5.42
French.....	8.61	24.39	Physiology.....	24.90	24.46
German.....	16.25	20.33	Rhetoric.....	42.87	36.80
Algebra.....	56.15	50.63	English literature.....	47.07	37.89
Geometry.....	27.92	25.64	History (of the United States).....	39.30	36.85
Trigonometry.....	1.90	5.13	Civics.....	20.15	18.41
Physics.....	17.48	17.01			
Chemistry.....	7.37	9.12			

This table indicates the main variations between the private high schools and public institutions of the same grade in the matter of their curricula. The figures show that a larger proportion of public high school students study Latin, algebra, geometry, physics, physical geography, physiology, rhetoric, English literature, history (of the United States), and civics than pursue these same studies in the private high schools. On the other hand, in the case of Greek, French, German, trigonometry, chemistry, geology, the reverse is true. No explanation of this fact entirely satisfactory could be given without combining the relative numbers in the two classes of schools preparing for college. The Report of the Commissioner of Education for 1902 shows that 10.66 per cent of the students in public and 24 per cent in private high schools are preparing for college. It will be seen that the class of studies in which private students outnumber public embraces those which either lead to or justify the expectance of further study in higher institutions, while the group in which the number of public exceeds the private students may be regarded more as finishing studies. For instance, it may be safely said that none take Greek without the expectation of a college course, while Latin is universally accepted as the language to be first begun and longest studied.

N. B.—The person examining this table should bear in mind that many of the branches of study mentioned are only pursued during one or two years, and that even though all pupils might pursue a given branch at some time during their course, only a limited percentage would be occupied with it in any one year. For instance, in the programme of studies recommended by the committee of ten, Greek is prescribed only during the third and fourth years of the classical course. Now, if all the pupils in all the courses were obliged to take Greek in those years, only 31 per cent would be studying it at any given time, on the basis of the committee's programme (31 per cent of all the students being in the third and fourth years); hence if 2.5 per cent are studying Greek in a given year out of a possible 31 per cent, as is the case in the public high schools, it follows that 2.5 thirty-firsts, or 8.1 per cent, of the pupils of those schools study Greek during their course.

Physics furnishes another illustration. This study is prescribed in the second year of each course; 26 per cent of the high school pupils are in the second year; therefore that is the greatest possible per cent of pupils studying it at one time. In the public high schools in 1902 there were 17.48 per cent studying physics, indicating, on the same basis as before, that 67 per cent of all pupils of those schools study physics at some time.

The following table and programme of studies furnish data for further computations of this character.

Number secondary students in public and private high schools, 1901-2	655,801
43 per cent in first year	281,780
26 per cent in second year	170,378
18 per cent in third year	117,954
13 per cent in fourth year	85,189

Secondary school studies recommended by the committee of ten, 1893, showing time devoted to each study.

Years	The four courses of study.															
	Classical course.				Latin-scientific course.				Modern languages course.				English course.			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Latin	1	1	1	1	1	1	1	1					1	1	1	1
Greek			1	1												
French		(a)	(a)	(a)		(a)	(a)	(a)	1	1	1	1	(b)	(b)	(b)	(b)
German		1	1	1		1	1	1	(a)	1	1	1	(b)	(b)	(b)	(b)
Algebra	1				1				1				1			
Geometry		1				1				1				1		
Trigonometry																
Astronomy																
Physics		1				1				1				1		
Chemistry				1				1				1				1
Physical geography	1				1				1				1			
Physiography								(c)				(c)				(c)
Geology																
Meteorology																
Botany						1				1				1		
Zoology						(d)				(d)				(d)		
Physiology																
History	1	1		(e)	1		1	(e)	1		1	(e)	1	1	1	1
English	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

^a German or French.

^b Latin, German, or French.

^c Geology or physiography.

^d Botany or zoology.

^e Trigonometry and higher algebra or history.

PUBLIC SCHOOL TEACHERS.

(42)

Sex of public school teachers, 1871-1902.

Year.	Male.	Female.	Total.	Year.	Male.	Female.	Total.
1871	90,293	129,932	220,225	1887	127,093	212,367	339,460
1872	94,992	134,929	229,921	1888	126,240	220,894	347,134
1873	97,790	139,723	237,513	1889	124,467	323,110	356,577
1874	103,465	144,982	248,447	1890	125,525	238,397	363,922
1875	108,791	149,074	257,865	1891	123,300	245,028	368,388
1876	109,780	149,878	259,658	1892	121,573	252,653	374,226
1877	114,312	152,738	267,050	1893	122,472	260,278	382,750
1878	119,404	157,743	277,147	1894	125,402	263,547	388,949
1879	121,490	158,840	280,330	1895	129,706	268,336	398,042
1880	122,795	163,798	286,593	1896	130,306	269,959	400,325
1881	122,511	171,349	293,860	1897	131,221	273,737	404,958
1882	118,892	180,187	299,079	1898	132,257	278,556	410,813
1883	116,388	188,001	304,389	1899	131,793	283,867	415,660
1884	118,905	195,110	314,015	1900	127,529	293,759	421,288
1885	121,762	204,154	325,916	1901	123,941	306,063	430,004
1886	123,792	207,601	331,393	1902	122,392	317,204	439,596

The proportion of male and female teachers remained practically unchanged for ten years from the first marginal date, the numbers standing approximately in the ratio of two to three, respectively. To-day places of all grades are filled by women from that of State superintendent and city superintendent down, and the ratio of numbers has increased to the extent that nearly three-fourths of the public school teachers are women.

(43)

Increase in the average monthly salary of male and female public school teachers during fifteen years, 1888-1902.

Year.	Male.	Female.	Year.	Male.	Female.
1888	\$42.47	\$33.95	1896	\$47.37	\$40.24
1889	42.43	34.27	1897	44.62	38.38
1890	44.68	36.23	1898	45.16	38.74
1891	44.89	36.65	1899	45.25	38.14
1892	45.48	37.56	1900	46.53	38.93
1893	46.29	38.46	1901	47.55	39.17
1894	44.76	37.48	1902	49.05	39.77
1895	46.82	39.41			

(44)

Increase in average monthly salaries of public school teachers, 1888 and 1902.

	Male.		Female.	
	1888.	1902.	1888.	1902.
United States	\$42.47	\$49.05	\$33.95	\$39.77
North Atlantic division	48.40	59.01	31.97	40.17
South Atlantic division	27.27	30.50	26.90	28.60
South Central division	39.14	44.28	33.30	36.88
North Central division	43.89	50.85	33.89	39.69
Western division	63.27	65.90	55.40	53.73

RELATIVE SCHOOL ENROLLMENT IN VARIOUS COUNTRIES.

(45)

Proportion of the total population enrolled in the elementary schools in certain countries.

I.—AMERICA, ASIA, AND AFRICA.

Country.	Year reported.	Population enrolled.	Country.	Year reported.	Population enrolled.
		<i>Per cent.</i>			<i>Per cent.</i>
Ontario	1901	21.00	Uruguay	1901	5.80
United States	1902	20.98	Costa Rica	1902	5.70
Victoria (Australia)	1900	20.29	Mexico	1899	5.10
Prince Edward Island	1902	20.14	Honduras	1902	4.80
Quebec	1902	12.30	Chile	1901	3.90
Japan	1901	10.70	Nicaragua	1900	3.60
Cuba	1902	10.38	Bombay	1901	3.06
Cape of Good Hope	1900	9.69	Egypt	1900	2.20
Argentina	1900	9.40	Burma	1902	1.21
Porto Rico	1902	6.50			

II.—EUROPE.

	Year reported.	Population enrolled.		Year reported.	Population enrolled.
		<i>Per cent.</i>			<i>Per cent.</i>
Switzerland	1901	20.00	Denmark		12.50
United States of America	1902	20.98	Belgium	1900	11.86
England and Wales	1902	18.08	Bulgaria	1899	9.2
Scotland	1901	17.16	Italy	1900	7.7
Ireland	1901	16.91	Spain	1895	7.3
German Empire	1901	16.50	Greece	1900	6.8
Norway	1899	15.00	Roumania	1900	5.7
Netherlands	1901	14.30	Portugal	1900	4.4
France	1900	14.10	Servia	1899	4.0
Austria-Hungary	1900	14.00	Russia	1899	3.3
Sweden	1900	13.70			

The two tables here presented, showing the proportion of the total population enrolled in the various classes of schools, public and private, in the 39 countries named, are instructive in the highest degree. The term "elementary," as here used, embraces all grades of instruction below colleges and universities. The figures for all foreign countries are gathered from various authoritative sources, such as school yearbooks, annual reports, etc., but are not the results of inquiries of the Bureau beyond these sources. It will be noted that the statistics are variously for the four years ending with 1902, but an examination of the figures for any short term of years preceding a particular date will show that the changes are not so variable as to seriously impair the value of the comparison as here indicated.

**PUBLIC SCHOOLS OF THE UNITED STATES—ENROLLMENT,
AVERAGE ATTENDANCE, AND LENGTH OF TERM.**

(46)

Percentage of the population between 5 and 18 years of age enrolled in the public schools.

Year.	United States.	North Atlantic division.	South Atlantic division.	South Central division.	North Central division.	Western division.
1870-71	61.45	77.95	30.51	34.17	76.87	54.77
1871-72	62.20	77.33	32.27	37.94	77.04	54.43
1872-73	62.36	76.79	35.86	38.67	75.97	57.52
1873-74	64.40	77.77	42.10	40.82	76.98	61.04
1874-75	65.54	78.59	44.61	42.47	77.54	64.39
1875-76	64.70	78.55	46.72	37.36	77.05	66.37
1876-77	63.92	76.83	47.02	38.51	75.60	66.12
1877-78	65.75	77.09	48.85	43.50	77.38	66.26
1878-79	64.64	76.18	46.72	44.71	75.28	65.63
1879-80	65.50	75.17	50.74	46.43	75.84	64.96
1880-81	65.03	74.28	51.49	47.03	74.59	64.82
1881-82	65.03	74.56	51.90	47.02	74.15	65.93
1882-83	66.39	74.15	54.30	50.68	75.13	67.05
1883-84	66.96	72.83	56.25	53.59	75.06	68.01
1884-85	67.96	73.23	57.17	56.57	75.46	68.53
1885-86	68.14	72.63	57.68	56.82	76.08	68.03
1886-87	67.98	72.23	58.98	56.21	75.77	67.97
1887-88	68.33	71.60	58.68	58.67	75.96	68.53
1888-89	68.20	70.60	58.40	58.28	76.63	69.39
1889-90	68.61	70.45	59.22	60.14	76.46	70.01
1890-91	69.40	70.04	60.15	63.01	76.25	75.49
1891-92	69.51	69.78	59.59	63.72	76.30	77.98
1892-93	69.70	68.99	61.94	63.92	76.23	77.16
1893-94	71.32	70.45	63.08	66.00	78.04	77.45
1894-95	71.54	71.53	62.21	65.83	78.17	79.32
1895-96	71.80	71.57	62.46	66.75	78.16	79.72
1896-97	72.36	72.12	64.49	67.75	78.06	78.27
1897-98	72.68	71.78	66.25	67.36	78.66	78.00
1898-99	71.96	71.69	64.93	66.54	77.75	77.85
1899-1900	72.43	70.86	65.73	67.28	78.65	79.51
1900-1901	71.26	70.55	66.14	64.55	77.10	78.96
1901-2	71.54	70.05	67.02	65.37	77.25	80.28

(47)

Percentage of enrolled pupils in daily attendance.

Year.	Percent- age of enrolled in aver- age at- tend- ance.	Year.	Percent- age of enrolled in aver- age at- tend- ance.	Year.	Percent- age of enrolled in aver- age at- tend- ance.
1870	59.3	1897	67.8	1900	68.6
1880	62.3	1898	68.6	1901	68.5
1890	64.1	1899	68.1	1902	69.1

(48)

Average length of public school term (number of days) for each of the last thirty-two years (1870-1902).

Year.	The United States.	North Atlantic division.	South Atlantic division.	South Central division.	North Central division.	Western division.
1870-71	132.1	152.0	97.4	91.6	133.9	119.2
1871-72	133.4	151.9	103.4	97.7	136.1	121.8
1872-73	129.1	154.6	97.4	89.1	129.6	118.3
1873-74	128.8	154.8	95.6	81.1	132.6	119.0
1874-75	130.4	158.7	95.2	81.0	134.6	132.5
1875-76	133.1	158.0	95.6	82.5	159.1	130.3
1876-77	132.1	157.2	91.4	80.3	159.8	130.1
1877-78	132.0	157.6	89.7	86.7	140.1	129.9
1878-79	130.2	160.1	88.6	81.9	136.4	132.0
1879-80	130.3	159.2	92.4	79.2	139.8	129.2
1880-81	130.1	158.7	92.4	82.1	138.8	133.8
1881-82	131.2	160.6	95.9	82.5	137.1	136.2
1882-83	129.8	161.0	95.9	82.5	137.1	132.6
1883-84	129.1	156.0	95.6	85.9	138.6	133.8
1884-85	130.7	163.1	93.4	87.5	139.1	131.8
1885-86	130.4	161.6	93.4	86.9	140.4	130.8
1886-87	131.3	165.9	95.3	87.5	139.5	131.6
1887-88	132.3	164.4	95.7	87.6	144.0	130.7
1888-89	133.7	164.1	95.0	88.9	147.5	135.7
1889-90	134.7	166.6	99.9	88.2	148.0	135.0
1890-91	135.7	168.1	103.8	92.0	145.8	136.9
1891-92	136.9	169.1	105.3	94.1	146.8	139.1
1892-93	136.3	169.6	103.4	93.0	146.6	138.8
1893-94	139.5	172.3	108.3	97.5	150.2	137.1
1894-95	139.5	172.8	106.5	92.8	150.8	142.4
1895-96	140.5	175.5	107.8	92.2	151.9	142.0
1896-97	142.0	173.3	110.9	96.3	152.8	148.6
1897-98	143.0	174.3	113.8	97.4	152.8	151.7
1898-99	143.0	174.0	112.3	98.4	154.5	141.6
1899-1900	144.3	177.5	112.1	99.8	155.9	141.5
1900-1901	144.2	177.2	112.1	96.4	157.5	143.0
1901-2	145.0	177.3	115.8	100.6	156.5	143.9

(49)

Average number of days attended in the public schools by each person of school age (i. e., 5 to 18 years), 1870-1902.

Year.	Number of days.	Year.	Number of days.
1870	44.7	1899	70.0
1880	53.1	1900	71.8
1890	59.2	1901	70.4
1897	69.7	1902	71.8
1898	71.2		

(50)

Average number of days attended in the public schools by each pupil enrolled, 1870-1902.

Year.	Number of days.	Year.	Number of days.
1870	78.4	1899	97.3
1880	81.1	1900	99.0
1890	86.3	1901	98.8
1897	96.3	1902	100.1
1898	98.0		

AMOUNT OF SCHOOLING RECEIVED BY EACH INDIVIDUAL— PUBLIC SCHOOL INCOME AND EXPENDITURE.

(51)

Average number of years of schooling of two hundred days each enjoyed by each individual of the population, 1870-1902.

	In all public and private schools.	In public elementary and secondary schools.		In all public and private schools.	In public elementary and secondary schools.
1870.....	3.36	2.91	1897.....	5.09	4.53
1880.....	3.96	3.45	1898.....	5.20	4.63
1890.....	4.46	3.85	1899.....	5.09	4.55
1894.....	4.85	4.28	1900.....	5.23	4.66
1895.....	4.87	4.35	1901.....	5.14	4.58
1896.....	4.69	4.43	1902.....	5.16	4.65

(52)

Proportion of revenue of the public schools derived from different sources.

	Local taxes.	State taxes.	Permanent funds.	Other sources.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
United States	68.5	15.4	4.2	11.9
North Atlantic division	74.0	13.5	1.0	11.5
South Atlantic division	53.5	35.1	3.5	7.9
South Central division	40.7	38.0	14.5	6.8
North Central division	72.0	8.1	5.6	14.3
Western division	59.2	27.8	4.0	9.0

(53)

Expenditures for public schools by geographical divisions, 1871 and 1902.

	1871.	1902.
North Atlantic division	\$29,796,835	\$91,242,162
South Atlantic division	3,781,581	14,159,390
South Central division	4,854,834	16,780,141
North Central division	28,430,633	93,654,876
Western division	2,244,329	19,371,896

It is interesting to note that the expenditures in the North Atlantic States have increased in thirty-two years 206 per cent; in the South Atlantic, 274 per cent; in the South Central, 245 per cent; in the North Central, 229 per cent; and in the Western, 762 per cent. The period named has been one of continued growth in the West, and the generous provision for public education has been a feature of the development of that section.

(54)

Proportion of expenditures for sites, buildings, etc., for superintendents' and teachers' salaries, and for incidental purposes, on account of the public schools.

Year.	Incidental purposes.	Sites, buildings, etc.	Superintendents' and teachers' salaries.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1890.....	16.0	18.6	65.4
1891.....	16.8	17.9	65.3
1892.....	16.8	18.8	64.4
1893.....	17.8	18.5	63.7
1894.....	19.3	17.4	63.3
1895.....	18.5	16.7	64.8
1896.....	18.4	17.8	63.8
1897.....	19.1	17.3	63.6
1898.....	19.9	16.2	63.9
1899.....	19.8	15.6	64.6
1900.....	19.5	16.5	64.0
1901.....	18.9	17.9	63.2
1902.....	18.4	17.8	63.8

(55)

Amount expended for public schools per capita of the population in 1870-71 and in 1901-2.

	Amount expended in 1870-71.	Amount expended in 1901-2.
United States.....	\$1.75	\$2.99
North Atlantic States.....	2.38	4.18
South Atlantic States.....	.63	1.32
South Central States.....	.73	1.14
North Central States.....	2.14	3.48
Western States.....	2.15	4.39

(56)

Amount expended for public education per capita of total population in certain countries.

Country.	Year reported.	Amount.	Country.	Year reported.	Amount.
United States of America.....	1902	\$2.99	Netherlands.....	1901	\$1.27
Scotland.....	1901	2.02	Belgium.....	1900	1.16
England and Wales.....	1901	1.99	France.....	1901	1.09
Switzerland.....	1900	1.90	Norway.....	1900	1.08
German Empire.....	1900	1.75	Austria-Hungary.....	1900	.67
Sweden.....	1901	1.39	Italy.....	1901	.41
Ireland.....	1901	1.36	Finland.....	1897	.24

PUBLIC SCHOOL PROPERTY.

(57)

Number of public schoolhouses, 1870-1902.

Year.	Number.	Year.	Number.
1870	116,312	1890	224,521
1875	157,364	1895	239,630
1880	178,222	1900	248,279
1885	205,315	1902	249,909

(58)

Increase in value of public school property, 1870-1902.

Year.	Increase.	Year.	Increase.
1870	\$130,383,008	1899	\$523,679,996
1880	209,571,718	1900	550,069,217
1890	342,531,791	1901	576,963,089
1897	447,321,190	1902	601,571,307
1898	495,912,048		

(59)

Value of school property per capita of the population, 1872-1902.

	Total value of school property.		Per capita value.	
	1872.	1902.	1872.	1902.
United States	\$159,406,374	\$601,571,307	\$3.38	\$7.68
North Atlantic States	72,332,321	243,150,033	5.69	11.15
South Atlantic States	4,395,903	25,109,903	.71	2.35
South Central States	3,498,535	29,875,383	.55	2.03
North Central States	74,055,659	250,303,396	5.42	9.30
Western States	4,823,916	53,132,592	4.37	12.03

The increase in the value of school property will be seen by this table to have been 277 per cent in the last thirty years. It will be interesting to note that the largest relative increase has been in the Western division, and the latter is closely followed by the South Central.

CITY PUBLIC SCHOOLS.

(60)

Comparison of city and country schools, 1902.

	Cities.	Country.		Cities.	Country.
	Percent.	Percent.		Percent.	Percent.
Population.....	32.6	67.4	Value of school property...	59.3	40.7
School enrollment.....	26.2	73.8	Expenditures for teaching		
Average attendance.....	28.7	71.3	and supervision.....	44.3	55.7
Teachers.....	20.6	79.4	Total expenditures for		
Buildings.....	3.7	96.3	schools.....	47.2	52.8

The cities of this chart include those of 8,000 or more people. The Annual Report of the Commissioner of Education for 1902 named 580 of this class. The figures given are taken from that Report. The item of population is estimated. It shows very nearly one out of every three persons to be living in a city. Value of school property in urban communities exceeds by one-half the same item outside of cities, while the number of school buildings is only 3.7 per cent of the whole. This serves to show indirectly the great difference in the character of buildings used in rural and in urban localities. The number of teachers in cities will be seen to be relatively small, owing to the superior organization to do the work.

(61)

Amount expended for public schools for each \$1,000 of true valuation of taxable property in the 20 largest cities in the United States in 1902.

City.	Amount.	City.	Amount.
New York City.....	\$3.81	Pittsburg, Pa.....	\$2.39
Chicago, Ill.....	4.38	New Orleans, La.....	3.28
Philadelphia, Pa.....	2.88	Detroit, Mich.....	2.46
St. Louis, Mo.....	2.57	Milwaukee, Wis.....	2.77
Boston, Mass.....	2.64	Washington, D. C.....	4.64
Baltimore, Md.....	2.50	Newark, N. J.....	5.23
Cleveland, Ohio.....	3.19	Jersey City, N. J.....	3.66
Buffalo, N. Y.....	4.79	Louisville, Ky.....	3.03
San Francisco, Cal.....	1.69	Minneapolis, Minn.....	4.32
Cincinnati, Ohio.....	3.14	Providence, R. I.....	3.85

This table was computed from information given in the bulletin of the Department of Labor, September, 1902. The total expenditures for schools for the year 1901-2 in the 133 cities of highest rank, according to the same source, was \$71,455,059, a figure which represents very nearly one-sixth of the total expenditures for maintenance of all departments of the Federal Government for the same year. The reduction of the absolute amount expended to the amount per thousand expended exhibits interestingly what each city is spending for its schools and forms a basis for comparison. It does not necessarily follow, however, that the city of least expenditure has the worst schools, nor the converse, as cities vary a great deal in the matter of economical administration. Another feature worthy of consideration is the fact that the cost of living varies widely in the various cities, and for that reason a different wage scale is established for the payment of teachers.

KINDERGARTENS—PRIVATE SCHOOLS.

(62)

Kindergartens in the United States—Number of schools, of teachers, and of pupils for certain years.

Years.	Kinder- gartens.	Teach- ers.	Pupils.
1873.....	42	73	1,252
1880.....	232	524	8,871
1887.....	544	1,256	25,925
1892.....	1,311	2,532	65,296
1898.....	2,884	5,764	143,720
1902.....	3,244	5,935	205,432

Statistics of kindergartens were first collected by the Bureau of Education in 1873, and the work has been continued at intervals since that time. The Annual Report of the Commissioner for 1902 shows that 239 cities of a minimum population of 4,000 maintain kindergartens as a part of the regular public school system, there being 2,202 kindergartens in these cities. The table given here shows a total of 3,244 public and private kindergartens. The tendency is toward public fostering of this important branch of education, the number of cities maintaining kindergartens having been increased by 100 in the last four years.

(63)

Private and public schools compared.

	Elementary schools.		Secondary schools.		Higher institu- tions.	
	Public.	Private.	Public.	Private.	Public.	Private.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
United States	93.3	6.7	77.0	23.0	40.5	59.5
North Atlantic States	90.2	9.8	77.6	22.4	31.3	68.7
South Atlantic States	95.4	4.6	54.7	45.3	34.3	65.7
South Central States	95.1	4.9	58.5	41.5	34.7	65.3
North Central States	93.2	6.8	84.7	15.3	46.4	53.6
Western States	94.9	5.1	78.3	21.7	68.6	31.4

The comparison of the attendance in the public schools with the corresponding item in the private schools indicates that as between the three grades of education the elementary branch is almost entirely under public control, secondary education is three-fourths public and one-fourth private, and in the higher institutions the attendance in institutions under private control is nearly 50 per cent greater than in similar institutions under public control. These observations apply with a fair degree of uniformity throughout the entire country in elementary education and in higher institutions with the exception of the North Central and the Western States. The figures relating to secondary schools show that the North Atlantic and Western States vary very little from the average of the whole country. The greatest variation from the average is in the Southern States, where possibly secondary education as a measure of public polity has not received as full sanction as in some other sections.

EDUCATION OF THE COLORED RACE.

(64)

Proportion of the white and of the colored race in the population 5 to 18 years, and proportion enrolled in public schools, 1902.

	Percentage of the whole.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.
Alabama	53.90	46.10	69.24	42.71
Arkansas	72.18	27.82	75.98	70.88
Delaware	81.85	18.15	76.70	69.09
District of Columbia	67.53	32.47	76.54	77.90
Florida	56.72	43.28	70.59	57.00
Georgia	51.76	48.24	76.55	56.39
Kentucky	87.19	12.81	73.11	71.84
Louisiana	51.50	48.50	51.85	32.26
Maryland	79.15	20.85	66.04	63.82
Mississippi	40.06	59.94	83.23	64.69
Missouri	95.12	4.88	74.90	63.22
North Carolina	65.28	34.72	74.12	66.31
South Carolina	38.97	61.03	68.46	49.58
Tennessee	75.85	24.15	79.09	67.61
Texas	78.68	21.32	67.65	63.41
Virginia	61.72	38.28	70.26	54.11
West Virginia	93.20	3.80	78.48	63.15

(65)

Improvement in the education of negroes in the former slave States—Proportion of colored males of voting age who could read and write in 1870 and in 1900.

State.	1870.	1900.	State.	1870.	1900.
	<i>Per cent.</i>	<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
Alabama	7.0	40.5	Mississippi	10.1	45.8
Arkansas	11.6	55.2	Missouri	24.6	68.1
Delaware	27.9	57.3	North Carolina	12.0	46.9
District of Columbia	25.1	73.9	South Carolina	17.1	45.3
Florida	10.8	60.6	Tennessee	12.8	52.4
Georgia	6.9	43.6	Texas	8.4	54.9
Kentucky	14.5	50.5	Virginia	9.1	47.5
Louisiana	11.9	38.7	West Virginia	19.8	62.2
Maryland	30.7	59.5			

The figures of 1870 are those of the first census taken after emancipation. It will be noted that the States bordering on the free States of the North showed by that census the largest proportion of males able to read and write, and with few exceptions the same may be remarked of the later statistics. Georgia shows the largest percentage of increase.

EDUCATION IN ALASKA.

(66)

Appropriation by United States Congress for schools controlled by the Bureau of Education and for the introduction of reindeer into Alaska.

Year.	For schools.	Intro-duction of rein-deer.	Year.	For schools.	Intro-duction of rein-deer.
1884.....	\$25,000	-----	1895-96.....	\$30,000	\$7,500
1886-87.....	15,000	-----	1896-97.....	30,000	12,000
1887-88.....	25,000	-----	1897-98.....	30,000	12,000
1888-89.....	40,000	-----	1898-99.....	30,000	12,000
1889-90.....	50,000	-----	1899-1900.....	30,000	25,000
1890-91.....	50,000	-----	1900-1901.....	38,970	25,000
1891-92.....	50,000	-----	1901-2.....	26,912	25,000
1892-93.....	40,000	-----	1902-3.....	19,743	25,000
1893-94.....	30,000	\$6,000			
1894-95.....	30,000	7,500	Total.....	590,625	157,000

(67)

Enrollment of children in schools of Alaska controlled by the Bureau of Education.

Year.	Enroll-ment.	Year.	Enroll-ment.
1893.....	794	1898.....	1,250
1894.....	807	1899.....	1,369
1895.....	1,030	1900.....	1,723
1896.....	1,197	1901.....	1,681
1897.....	1,395	1902.....	1,791

In addition to the 33 Government schools under the direction of the Bureau of Education, 12 mission schools and 8 local systems of schools are maintained in Alaska. The Bureau has not been successful in obtaining reliable statistics of these schools owing to the difficulty of communication, but it may be estimated with fair accuracy that about 3,600 students are enrolled in all classes of schools in the Territory of Alaska.

In addition to the students reported as enrolled in the local schools about 100 students are maintained at present out of the Alaska appropriation at the Carlisle Indian School.

(68)

Showing status of reindeer herds for each year since their introduction into Alaska.

Year.	Size of herd.	Number purchased.	Number of fawns born.
1892.....	143	171	-----
1893.....	323	124	79
1894.....	492	120	145
1895.....	743	123	276
1896.....	1,000	-----	357
1897.....	1,132	-----	466
1898.....	1,877	161	625
1899.....	2,538	322	698
1900.....	2,792	29	753
1901.....	3,464	500	1,120
1902.....	5,148	30	1,654
1903.....	6,505	-----	1,695

Congress, in recognition of the growing demand for not only a means of transportation but also a food supply which would be constant, appropriated \$3,000 in 1892 for the introduction of reindeer into Alaska. The reindeer thus provided for were purchased in northern Siberia and transported with much difficulty to Alaska. The total amount appropriated for this purpose up to the present time is \$157,000. This work, as well as the supervision of schools in Alaska, has been under the Bureau of Education. This table shows the successful outcome of reindeer culture in far northern Alaska.

ORGANIZATION OF THE BUREAU OF EDUCATION.

(69)

The working force of the Bureau, consisting of 46 persons, is divided into 7 administrative divisions or sections, namely:

- (1) The Commissioner of Education, and the chief clerk and assistants.
- (2) The division of statistics, the work of which is done by 11 specialists and clerks under the statistician. Its duties are the collection and compilation of statistics of education in the United States for use in the publications and in the correspondence of the Bureau.
- (3) The division of correspondence and records consists of 9 clerks under the direction of the chief clerk. Its duties are to attend to the routine correspondence of the Bureau, address the labels for mailing documents, and number, file, and index all letters received and letters sent.
- (4) The division of editorial work is conducted by 8 members, whose duty it is to prepare all matter issued by the Bureau for the printer, to revise manuscript, and to read proof. Included in this division also are the translators and specialists in foreign educational systems.
- (5) The library and museum division, the work of which is conducted by the librarian, an assistant, and 3 clerks. In addition to the regular work in connection with the Bureau's comprehensive pedagogical library, this division has the duty of the systematic filing of educational reports and college catalogues.
- (6) Through the United States agent of education in Alaska and his assistants the Bureau has established and manages 33 schools in Alaska, and is introducing the domestic reindeer of Siberia as an industrial department of the schools, a food supply for the natives, and a means of transportation. The number reached 6,505 in 1903.
- (7) The laborers, numbering 7, have various duties in connection with the details of office work.

PUBLICATIONS OF THE BUREAU OF EDUCATION.

(70)

The publications of the Bureau consist of—

First. An annual report, containing statistics and general information concerning the educational systems of the States, Territories, and cities; universities and colleges; professional, special, and scientific schools; academies, preparatory schools, and kindergartens, with a summary of the progress of education in foreign countries.

Second. Special reports on subjects pertinent to the times.

Third. Circulars of information on important questions of educational work or history, which are issued in yearly series.

Fourth. Occasional bulletins on matters of current educational interest.

(a) Thirty-three annual reports, comprising 46 volumes, have been issued, and another (for the year 1902-3) is in preparation.

(b) Twenty-five special reports have been issued.

(c) One hundred and twenty-five circulars of information have been issued, and two are complete in manuscript.

(d) One hundred bulletins and other minor documents have been issued.

A request for publications from a person unknown to the Bureau should be indorsed by a Senator or Representative in Congress or a superintendent of schools.

WALL CHARTS.

EDUCATION IN THE UNITED STATES OF AMERICA—PROGRESS
IN TWENTY-FIVE YEARS.

(71)

	1877.	1902.
Total population, estimated.....	46,112,700	78,544,816
School population (5 to 18 years), estimated.....	14,025,800	22,216,863
<i>Public schools.</i>		
Enrollment of pupils.....	8,965,006	15,925,887
Average daily attendance.....	5,426,595	10,999,273
Teachers:		
Male.....	114,312	122,392
Female.....	152,738	317,204
Total.....	267,050	439,596
Value of school property.....	\$198,554,584	\$601,571,307
Expenditure for instruction.....	\$54,973,776	\$159,013,734
Total expenditure.....	\$79,439,826	\$235,208,465
Average number of days in school year.....	133.4	145
<i>High schools.</i>		
Institutions.....	1,340	8,127
Teachers.....	6,759	32,318
Students.....	98,485	655,301
<i>Normal schools.</i>		
Institutions.....	152	282
Teachers.....	1,189	3,277
Students.....	27,765	65,068
<i>Universities and colleges.</i>		
Institutions.....	433	520
Professors and instructors.....	4,865	17,898
Students.....	66,737	161,075
<i>Schools of medicine, law, and theology.</i>		
Institutions.....	249	404
Professors and instructors.....	1,799	7,218
Students.....	16,422	48,076

The items used in this table were taken from the Reports of the Commissioner of Education for the years named. The figures shown will be found interesting over and above the mere fact of general progress in the amount of improvement recorded in each particular.

SEX OF TEACHERS IN THE PUBLIC SCHOOLS OF THE UNITED STATES.

(72)

State or Territory.	Number of teach- ers, 1902.	Percentage of male teachers.		
		1902.	1899.	1880.
Alabama	6,303	49	63	64
Arizona	457	26	39	48
Arkansas	7,723	57	69	78
California	8,072	16	21	34
Colorado	3,947	19	26	36
Connecticut	4,318	9	13	23
Delaware	1,851	25	31	47
District of Columbia	1,323	13	13	8
Florida	2,709	32	48	62
Georgia	10,519	38	53	65
Idaho	1,258	29	33	57
Illinois	27,186	25	33	40
Indian Territory	618	39		
Indiana	16,069	44	51	58
Iowa	29,073	14	21	34
Kansas	11,709	23	41	45
Kentucky	9,501	49	50	65
Louisiana	4,271	32	45	46
Maine	6,634	14	16	27
Maryland	5,036	21	28	43
Massachusetts	13,622	9	10	13
Michigan	16,054	19	22	29
Minnesota	12,605	16	24	36
Mississippi	8,515	40	50	61
Missouri	16,347	34	44	58
Montana	1,221	16	23	39
Nebraska	9,629	19	27	41
Nevada	819	12	16	47
New Hampshire	2,376	9	10	17
New Jersey	7,938	13	18	29
New Mexico	710	54	62	78
New York	36,636	14	17	26
North Carolina	8,731	46	59	71
North Dakota	4,583	26	28	41
Ohio	26,410	38	43	48
Oklahoma	2,915	42		
Oregon	4,513	25	43	48
Pennsylvania	30,640	28	34	46
Rhode Island	2,002	9	13	20
South Carolina	5,832	44	50	60
South Dakota	5,052	20	29	41
Tennessee	9,484	52	62	74
Texas	10,170	44	61	75
Utah	1,593	35	47	55
Vermont	3,906	12	12	17
Virginia	9,008	30	42	62
Washington	4,159	25	41	57
West Virginia	7,306	54	63	75
Wisconsin	13,156	17	20	29
Wyoming	570	16	22	44
United States	430,596	28	35	43

ESTIMATED NUMBER OF PUPILS IN THE SEVERAL GRADES OF THE PUBLIC SCHOOLS IN THE UNITED STATES IN 1902.

(73)

Elementary:

First grade	5, 149, 296
Second grade	2, 912, 462
Third grade	2, 426, 263
Fourth grade	2, 168, 956
Fifth grade	1, 288, 114
Sixth grade	700, 885
Seventh grade	405, 693
Eighth grade	323, 607
Total elementary	15, 375, 276

High school:

First year	243, 433
Second year	147, 192
Third year	101, 903
Fourth year	73, 596
Total high school	566, 124

These estimates are based on the returns from localities throughout the country from which reliable statistics could be obtained, and it is believed that they are approximately correct. It has been found impossible to collect complete statistics giving enrollment by grades owing to various causes.

AGES OF CHILDREN IN THE PUBLIC SCHOOLS IN 1900.

(74)

Ages.	Number in the United States.	Estimated number in the public schools.	Per cent in the public schools.
5 years	1, 808, 569	728, 708	40.3
6 years	1, 832, 613	1, 350, 027	73.7
7 years	1, 782, 918	1, 455, 882	81.7
8 years	1, 780, 445	1, 531, 054	86.0
9 years	1, 669, 578	1, 546, 395	92.6
10 years	1, 740, 628	1, 547, 929	88.9
11 years	1, 583, 131	1, 466, 620	92.6
12 years	1, 637, 509	1, 445, 143	88.3
13 years	1, 550, 402	1, 251, 844	80.7
14 years	1, 568, 564	1, 050, 874	67.0
15 years	1, 533, 018	776, 266	50.6
16 years	1, 561, 503	567, 625	36.4
17 years	1, 489, 146	394, 269	26.5
18 years		228, 584	
Total	21, 538, 024	15, 341, 220	71.2

The number of children of each age specified was obtained from the census reports of 1900, while the number of children of each age enrolled in the public schools is the result of estimates made in the Bureau of Education. The basis for these estimates was derived by careful study of the relation of enrollment to the total number of children of each age in various sections of the country.

AVERAGE AGE OF PUPILS ON ENTERING ON THE WORK OF EACH GRADE, OR YEAR'S WORK, OF THE CURRICULUM.

(75)

Grades.	Estimated number in grade.	Average age.
Elementary:		<i>Years.</i>
First grade.....	5,149,296	6
Second grade.....	2,922,462	7½
Third grade.....	2,426,263	9
Fourth grade.....	2,168,956	10
Fifth grade.....	1,288,114	11
Sixth grade.....	700,885	12
Seventh grade.....	405,693	13
Eighth grade.....	323,607	14½
High school:		
First year.....	243,433	15½
Second year.....	147,192	16½
Third year.....	101,903	17½
Fourth year.....	73,596	18½
Total.....	15,941,400	8½

GRADUATES OF PUBLIC NORMAL SCHOOLS.

(76)

State.	1880.	1890.	1902.	State.	1880.	1890.	1902.
Alabama.....	16	97	73	Nebraska.....	40	82	196
Arizona.....		2	25	New Hampshire.....	21	34	
Arkansas.....			5	New Jersey.....	37	136	306
California.....	172	207	206	New Mexico.....			25
Colorado.....			74	New York.....	643	954	1,693
Connecticut.....	37	107	178	North Carolina.....	9	9	66
District of Columbia.....	39	40	128	North Dakota.....			19
Florida.....			25	Ohio.....	116	150	183
Georgia.....			89	Oklahoma.....			93
Idaho.....			28	Oregon.....		34	45
Illinois.....	47	129	421	Pennsylvania.....	474	525	1,699
Indiana.....	44	72	120	Rhode Island.....	19	37	
Iowa.....	30	73	152	South Carolina.....		31	30
Kansas.....	11	53	143	South Dakota.....		10	65
Kentucky.....		36	45	Tennessee.....	31	108	
Louisiana.....		8	109	Texas.....	40	82	54
Maine.....	122	117	164	Utah.....	17		
Maryland.....	50	68	85	Vermont.....	92	68	119
Massachusetts.....	270	411	506	Virginia.....	48	84	83
Michigan.....	55	116	338	Washington.....	3		69
Minnesota.....	85	191	323	West Virginia.....	44	70	49
Mississippi.....	8	4	25	Wisconsin.....	118	137	510
Missouri.....	205	131	113				
Montana.....			4	United States.....	2,943	4,413	8,598

In the decade from 1880 to 1890 the number of normal graduates increased 50 per cent and in the twelve years following 94 per cent. It will be seen that the numbers in nearly every State show substantial increases over the figures for the preceding date. In addition to public normal schools several other classes of schools maintain normal departments, the Report of the Commissioner of Education for 1902 showing that 234 public and private colleges and universities and 725 public and private high schools maintain normal-training departments. The private normal schools number 109. The Report named estimates that the graduates from these sources raise the total number of normal graduates for the year to 15,000.

**AMOUNT EXPENDED FOR EVERY \$1,000 OF TRUE VALUE OF
PROPERTY BY THE LARGEST CITY IN EACH OF 36 STATES.**

(77)

City.	For all pur- poses.	For schools.	City.	For all pur- poses.	For schools.
New York, N. Y.	\$19.89	\$3.81	New Haven, Conn.	\$14.60	\$3.85
Chicago, Ill.	11.88	4.38	Omaha, Nebr.	15.88	4.31
Philadelphia, Pa.	16.50	2.88	Memphis, Tenn.	14.49	2.22
St. Louis, Mo.	14.71	2.56	Portland, Oreg.	6.64	1.86
Boston, Mass.	19.00	2.64	Atlanta, Ga.	14.72	2.11
Baltimore, Md.	12.39	2.30	Richmond, Va.	14.78	1.45
Cleveland, Ohio.	12.23	3.19	Seattle, Wash.	15.63	3.69
San Francisco, Cal.	8.55	1.69	Wilmington, Del.	15.32	4.45
New Orleans, La.	29.55	3.28	Des Moines, Iowa.	13.08	4.80
Detroit, Mich.	11.48	2.46	Manchester, N. H.	13.96	2.78
Milwaukee, Wis.	13.55	2.77	Charleston, S. C.	17.33	2.21
Washington, D. C.	21.17	4.64	Salt Lake City, Utah.	16.41	5.49
Newark, N. J.	24.04	5.23	San Antonio, Tex.	9.05	2.34
Louisville, Ky.	16.39	3.03	Kansas City, Kans.	14.89	3.16
Minneapolis, Minn.	17.28	4.32	Portland, Me.	15.02	3.02
Providence, R. I.	17.97	3.83	Wheeling, W. Va.	13.11	2.82
Indianapolis, Ind.	8.80	2.88	Birmingham, Ala.	14.00	1.72
Denver, Colo.	14.06	5.05	Little Rock, Ark.	5.08	1.94

The figures given in this table were deduced from statistics collected by the Bureau of Labor for the year 1902. It registers fairly what each city named is relatively doing for education. It will be noted that the sums named are strictly for maintenance and operation, all items of capital outlay being excluded.

**PROGRESS OF PUBLIC AND PRIVATE HIGHER EDUCATION IN
THE UNITED STATES IN TWENTY YEARS.**

(78)

	1882.	1902.	Per cent of increase.
Institutions	Public ... 62 Private ... 310	102 428	65 38
College teachers	Public ... 913 Private ... 2,926	3,667 7,043	302 141
College students	Public ... 9,664 Private ... 27,661	39,385 61,679	308 123
Graduate students	Public ... 146 Private ... 385	1,713 4,033	1,073 948
Endowment funds	Public ... \$15,422,809 Private ... \$39,273,940	\$35,089,318 \$151,248,312	128 25
Material equipment	Public ... \$15,477,806 Private ... \$33,457,422	\$56,878,293 \$153,085,664	267 298
Annual income:			
From nation	Public ... \$827,661 Private ...	\$2,979,707	260
From State	Public ... \$951,713 Private ... \$44,240	\$951,713 \$141,07	636 219
From private endowment	Public ... \$158,130 Private ... \$2,369,686	\$684,912 \$6,325,444	333 167
From fees	Public ... \$270,078 Private ... \$2,075,184	\$1,693,281 \$9,385,497	527 352
Miscellaneous	Public ... Private ...	\$1,440,206 \$2,015,987	----- -----
Total income	Public ... Private ...	\$13,802,394 \$17,867,965	----- -----

FEDERAL AID TO COLLEGES OF AGRICULTURE AND MECHANIC ARTS.

(79)

State or Territory.	In lands.	In money— act of 1890.	Total to June 30, 1904.
Alabama.....	\$253,500	\$320,000	\$573,500
Arizona.....		320,000	320,000
Arkansas.....	130,000	320,000	450,000
California.....	741,452	320,000	1,061,452
Colorado.....	240,145	320,000	560,145
Connecticut.....	135,000	320,000	455,000
Delaware.....	83,000	320,000	403,000
Florida.....	154,300	320,000	474,300
Georgia.....	242,202	320,000	562,202
Idaho.....	900,000	272,000	1,172,000
Illinois.....	613,427	320,000	933,427
Indiana.....	340,000	320,000	660,000
Iowa.....	594,488	320,000	914,488
Kansas.....	492,381	320,000	812,381
Kentucky.....	165,000	320,000	485,000
Louisiana.....	182,313	320,000	502,313
Maine.....	118,300	320,000	438,300
Maryland.....	118,000	320,000	438,000
Massachusetts.....	219,000	320,000	539,000
Michigan.....	1,069,454	320,000	1,389,454
Minnesota.....	570,576	320,000	890,576
Mississippi.....	449,659	320,000	769,659
Missouri.....	409,881	320,000	729,881
Montana.....	192,500	272,000	464,500
Nebraska.....	318,000	320,000	638,000
Nevada.....	93,000	320,000	413,000
New Hampshire.....	80,000	320,000	400,000
New Jersey.....	116,000	320,000	436,000
New Mexico.....		320,000	320,000
New York.....	688,576	320,000	1,008,576
North Carolina.....	125,000	320,000	445,000
North Dakota.....	1,059,482	320,000	1,379,482
Ohio.....	524,146	320,000	844,146
Oklahoma.....		259,000	259,000
Oregon.....	131,556	320,000	451,556
Pennsylvania.....	427,291	320,000	747,291
Rhode Island.....	50,000	320,000	370,000
South Carolina.....	191,800	320,000	511,800
South Dakota.....	804,585	320,000	1,124,585
Tennessee.....	396,000	320,000	716,000
Texas.....	209,000	320,000	529,000
Utah.....	269,696	320,000	589,696
Vermont.....	135,500	320,000	455,500
Virginia.....	516,468	320,000	836,468
Washington.....	900,000	288,000	1,188,000
West Virginia.....	90,000	320,000	410,000
Wisconsin.....	303,400	320,000	623,400
Wyoming.....	111,450	320,000	431,450
Total.....	15,955,588	15,202,000	31,157,588

GOVERNMENT REINDEER IN ALASKA.

(80)

Year.	Fawns surviv- ing.	Pur- chased.	Size of herd at end of year.
1892.....		171	171
1893.....	79	124	346
1894.....	145	120	588
1895.....	276	123	891
1896.....	357		1,100
1897.....	466		1,466
1898.....	625	161	1,918
1899.....	638	322	2,693
1900.....	756	29	3,179
1901.....	1,110	200	4,002
1902.....	1,654	30	5,148
1903.....	1,877		6,505

ELEMENTARY SCHOOL COURSE, APPROVED BY COMMITTEE OF FIFTEEN.^a

(81)

Branches.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.
Reading	10 lessons a week.		5 lessons a week.					
Writing	10 lessons a week.		5 lessons a week.		3 lessons a week.		-----	-----
Spelling lists	-----	-----	-----	4 lessons a week.			-----	-----
English grammar..	Oral, with composition lessons.					b5 lessons a week with text-book.		-----
Latin	-----	-----	-----	-----	-----	-----	-----	5 lessons.
Arithmetic.....	Oral, sixty min- utes a week.		5 lessons a week with text-book.				-----	-----
Algebra	-----	-----	-----	-----	-----	-----	5 lessons a week.	
Geography	Oral, sixty minutes a week.		b5 lessons a week with text-book.				3 lessons a week.	
Natural science + hygiene.	Sixty minutes a week.							
United States his- tory.	-----	-----	-----	-----	-----	-----	5 lessons a week.	-----
United States Con- stitution.	-----	-----	-----	-----	-----	-----	-----	b5 les- sons.
General history ..	Oral, sixty minutes a week.							
Physical culture ...	Sixty minutes a week.							
Vocal music	Sixty minutes a week, divided into 4 lessons.							
Drawing	Sixty minutes a week.							
Manual training or sewing + cookery.	-----	-----	-----	-----	-----	-----	One-half day each.	
Number of lessons.	20+7 daily exercises.	20+7 daily exercises.	20+5 daily exercises.	24+5 daily exercises.	27+5 daily exercises.	27+5 daily exercises.	23+6 daily exercises.	23+6 daily exercises.
Total hours of reci- tations.	12	12	11½	13	16½	16½	17½	17½
Length of recita- tions.	15 min.	15 min.	20 min.	20 min.	25 min.	25 min.	30 min.	30 min.

^aCommittee on secondary school studies appointed by the National Educational Association.

^bBegins in second half of year.

LIBRARIES.

(82)

Libraries of 1,000 volumes and over in 1903.

State or Territory.	Libraries.	Volumes.	State or Territory.	Libraries.	Volumes.
Alabama	58	240,591	Nebraska	82	417,295
Arizona	8	31,197	Nevada	5	35,644
Arkansas	35	189,529	New Hampshire	169	900,296
California	297	2,142,867	New Jersey	200	1,464,551
Colorado	77	468,741	New Mexico	11	45,361
Connecticut	223	1,824,442	New York	924	9,079,863
Delaware	17	133,755	North Carolina	84	374,778
District of Columbia	90	2,712,633	North Dakota	25	69,193
Florida	26	87,279	Ohio	354	2,841,401
Georgia	66	364,196	Oklahoma	11	50,282
Idaho	14	41,335	Oregon	31	152,225
Illinois	395	3,170,932	Pennsylvania	491	4,580,312
Indian Territory	5	9,200	Rhode Island	89	851,394
Indiana	197	1,175,945	South Carolina	54	362,653
Iowa	233	1,100,011	South Dakota	37	109,087
Kansas	145	679,205	Tennessee	86	454,762
Kentucky	85	582,018	Texas	104	420,517
Louisiana	54	380,984	Utah	24	109,210
Maine	167	921,853	Vermont	119	566,275
Maryland	89	1,303,964	Virginia	85	532,811
Massachusetts	624	7,616,994	Washington	40	233,152
Michigan	234	1,586,709	West Virginia	37	152,893
Minnesota	170	940,688	Wisconsin	229	1,257,747
Mississippi	46	196,400	Wyoming	9	57,315
Missouri	183	1,194,247			
Montana	31	206,210	United States	6,869	54,419,002

(83)

Libraries supported by taxation.

State or Territory.	1891.	1903.	State or Territory.	1891.	1903.
Alabama	3	13	Nebraska	5	46
Arizona		7	Nevada	1	3
Arkansas	1	12	New Hampshire	37	108
California	23	188	New Jersey	6	62
Colorado	8	46	New Mexico	1	7
Connecticut	17	80	New York	113	417
Delaware	1	7	North Carolina	1	20
District of Columbia	36	46	North Dakota	1	18
Florida		8	Ohio	37	160
Georgia	3	15	Oklahoma		10
Idaho		9	Oregon	3	9
Illinois	68	207	Pennsylvania	26	131
Indiana	1	2	Rhode Island	20	46
Indian Territory	33	123	South Carolina	2	14
Iowa	26	134	South Dakota	3	25
Kansas	23	74	Tennessee	1	12
Kentucky	2	22	Texas	9	38
Louisiana	2	12	Utah	2	11
Maine	24	53	Vermont	5	48
Maryland	11	15	Virginia	4	16
Massachusetts	192	276	Washington	1	22
Michigan	58	150	West Virginia	2	23
Minnesota	17	116	Wisconsin	32	176
Mississippi	4	18	Wyoming	3	8
Missouri	9	63			
Montana	2	22	United States	879	3,148

(84)

Libraries—Volumes per 100 people.

State or Territory.	1875.	1903.	State or Territory.	1875.	1903.
Alabama.....	5	12	Nebraska.....	10	39
Arizona.....	13	22	Nevada.....	29	78
Arkansas.....	1	14	New Hampshire.....	57	213
California.....	42	133	New Jersey.....	26	72
Colorado.....	12	77	New Mexico.....	4	18
Connecticut.....	68	191	New York.....	43	118
Delaware.....	31	72	North Carolina.....	9	19
District of Columbia.....	508	919	North Dakota.....	4	19
Florida.....	6	16	Ohio.....	20	67
Georgia.....	8	16	Oklahoma.....	10	35
Idaho.....	15	21	Oregon.....	20	35
Illinois.....	16	64	Pennsylvania.....	31	69
Indiana.....	11	46	Rhode Island.....	81	189
Indian Territory.....	9	2	South Carolina.....	13	26
Iowa.....	9	50	South Dakota.....	4	25
Kansas.....	6	46	Tennessee.....	9	22
Kentucky.....	13	26	Texas.....	4	13
Louisiana.....	15	26	Utah.....	8	38
Maine.....	33	131	Vermont.....	36	163
Maryland.....	43	105	Virginia.....	17	28
Massachusetts.....	129	255	Washington.....	15	35
Michigan.....	13	64	West Virginia.....	6	16
Minnesota.....	10	49	Wisconsin.....	14	59
Mississippi.....	3	12	Wyoming.....	22	62
Missouri.....	13	37			
Montana.....	4	74	United States.....	26	68

(85)

Growth of libraries—Percentage of increase in volumes.

State or Territory.	1875 to 1885.	1885 to 1896.	1896 to 1903.	State or Territory.	1875 to 1885.	1885 to 1896.	1896 to 1903.
Alabama.....	54	38	105	Nebraska.....	233	181	84
Arizona.....	187	134	79	Nevada.....	73	92	29
Arkansas.....	519	101	116	New Hampshire.....	73	81	51
California.....	153	78	64	New Jersey.....	66	84	83
Colorado.....	413	434	56	New Mexico.....	199	1	242
Connecticut.....	68	66	66	New York.....	49	77	73
Delaware.....	47	38	51	North Carolina.....	28	50	71
District of Columbia.....	58	50	51	North Dakota.....	470	441	192
Florida.....	77	97	101	Ohio.....	73	59	79
Georgia.....	101	23	35	Oklahoma.....	327	73	875
Idaho.....	279	83	217	Oregon.....	77	101	69
Illinois.....	101	114	74	Pennsylvania.....	53	56	54
Indian Territory.....	327	73	317	Rhode Island.....	84	50	47
Indiana.....	85	76	80	South Carolina.....	59	36	56
Iowa.....	136	112	81	South Dakota.....	470	441	213
Kansas.....	298	101	124	Tennessee.....	44	76	43
Kentucky.....	39	25	83	Texas.....	18	128	220
Louisiana.....	3	63	79	Utah.....	154	111	120
Maine.....	67	53	70	Vermont.....	71	76	58
Maryland.....	64	64	32	Virginia.....	30	11	56
Massachusetts.....	64	56	40	Washington.....	93	516	204
Michigan.....	156	105	63	West Virginia.....	6	54	231
Minnesota.....	162	200	101	Wisconsin.....	115	72	101
Mississippi.....	179	87	18	Wyoming.....	232	138	141
Missouri.....	57	81	74				
Montana.....	876	467	198	United States.....	69	70	65

SECONDARY SCHOOL COURSE, APPROVED BY COMMITTEE OF TEN.

(86)

Year.	MODERN LANGUAGES COURSE.		ENGLISH COURSE.	
	Two foreign languages (both modern).		One foreign language (ancient or modern).	
I.		Periods.		Periods.
	French [or German] begun.....	5	Latin, or German, or French.....	5
	English.....	4	English.....	4
	Algebra.....	4	Algebra.....	4
	History.....	4	History.....	4
	Physical geography.....	3	Physical geography.....	3
		20		20
II.	French [or German].....	4	Latin, or German, or French.....	5 or 4
	English.....	2	English.....	3 or 4
	German [or French] begun.....	5	Geometry.....	3
	Geometry.....	3	Physics.....	3
	Physics.....	3	History.....	3
	Botany or zoology.....	3	Botany or zoology.....	3
		20		20
III.	French [or German].....	4	Latin, or German, or French.....	4
	English.....	3	English {as in others..... 3}	5
	German [or French].....	4	{additional..... 2}	
	Mathematics {Algebra..... 2}	4	Mathematics {Algebra..... 2}	4
	{Geometry..... 2}		{Geometry..... 2}	
	Astronomy (half year) and meteorology (half year).....	3	Astronomy (half year) and meteorology (half year).....	3
	History.....	2	History {as in the Latin-Scientific..... 2}	4
		20	{additional..... 2}	
IV.	French [or German].....	3	Latin, or German, or French.....	4
	English {as in Classical..... 2}	4	English {as in Classical..... 2}	4
	{additional..... 2}		{additional..... 2}	
	German [or French].....	4	Chemistry.....	3
	Chemistry.....	3	Trigonometry and higher algebra.....	3
	Trigonometry and higher algebra or.....	3	History.....	3
	History.....	3	Geology or physiography (half year) { and.....	3
	Geology or physiography (half year) { and.....	3	Anatomy, physiology, and hygiene { (half year).....}	
	Anatomy, physiology, and hygiene (half year).....			
		20		20

Secondary school course approved by committee of ten—Continued.

Year.	CLASSICAL COURSE.		LATIN-SCIENTIFIC COURSE.	
	Three foreign languages (one modern).		Two foreign languages (one modern).	
I.	Periods.		Periods.	
	Latin	5	Latin	5
	English	4	English	4
	Algebra	4	Algebra	4
	History	4	History	4
	Physical geography	3	Physical geography	3
		20		20
II.	Latin	5	Latin	5
	English	2	English	2
	German [or French] begun ^a	4	German [or French] begun	4
	Geometry	3	Geometry	3
	Physics	3	Physics	3
	History	3	Botany or zoology	3
		20		20
III.	Latin	4	Latin	4
	Greek ^a	5	English	3
	English	3	German [or French]	4
	German [or French]	4	Mathematics {Algebra	2}
	Mathematics {Algebra	2}	Geometry	2}
	Geometry	2}	Astronomy (half year) and meteorology (half year)	3
		20	History	2
		20		20
IV.	Latin	4	Latin	4
	Greek	5	English (as in classical	2}
	English	2	additional	2}
	German [or French]	3	German [or French]	3
	Chemistry	3	Chemistry	3
	Trigonometry and higher algebra }	3	Trigonometry and higher algebra }	3
	History		History	
			Geology or physiography (half year) and	3
			Anatomy, physiology, and hygiene (half year)	
		20		20

^a In any school in which Greek can be better taught than a modern language, or in which local public opinion or the history of the school makes it desirable to teach Greek in an ample way, Greek may be substituted for German or French in the second year of the Classical programme.

The committee of ten was appointed by the National Educational Association at the session of 1892, and held its first meeting in November of the same year. Nine conferences on as many different groups of subjects were organized as a result of this meeting. Each of these conferences was likewise composed of ten members, chosen for scholarship and experience. Regard was also had to giving equal representation to those experienced in general school affairs and those whose work was of college or university grade. The report of the committee of ten together with the various conference reports was issued in 1894.

This was the first concerted movement to bring about a correlation of all the forces in the field of education, and the recommendations embodied in the report of the committee as to courses of study in secondary schools were received with hearty approbation. One authority declares the report "the most important educational document ever issued in the United States."

The four courses of study, each covering four years, are named to correspond with the idea conveyed by the dominant group of studies pursued, viz: Classical course, Latin-scientific course, modern languages course, English course. These courses of study are shown on two charts, each exhibiting two courses.

CHAPTER XXIV.

LIST OF EDUCATIONAL PERIODICALS IN THE UNITED STATES IN 1903.

(1) ARRANGED BY STATES.

Alabama.

- Birmingham, Educational Exchange, M., 1903, vol. 8.
Huntsville, The Educator, M., 1903, vol. 5.
Normal, Normal Index, W., 1903, vol. 19.
Tuskegee, Southern Letter, M., 1903, vol. 19.

Arkansas.

- Little Rock, Arkansas School Journal, M., 1903, vol. 8.

California.

- Berkeley, University Chronicle, Bi-m., 1903, vol. 6.
San Francisco, Western Journal of Education, M., 1903, vol. 8.

Colorado.

- Denver, Colorado School Journal, M., 1903, vol. 19.

Connecticut.

- Meriden, Connecticut School Journal, W., 1903, vol. 9.
New Haven, Yale Review, M., 1903, vol. 12.

District of Columbia.

- Washington, American Annals of the Deaf, Bi-m., 1903, vol. 49.
Washington, Catholic University Bulletin, Qu., 1903, vol. 9.
Washington, University Courier, Qu., 1903, vol. 10.

Florida.

- Gainesville, Florida School Exponent, M., 1903, vol. 11.
Tallahassee, Southern School and Home, M., 1903, vol. 2.

Illinois.

- Bloomington, School and Home Education, M., 1903, vol. 23.
Charleston, Normal School Bulletin, M., 1903, vol. 1.
Chicago, Biblical World, M., 1903, vol. 22.
Chicago, Board of Education Bulletin, W., 1903, vol. 1.
Chicago, Dial (The), M., 1903, vol. 35.
Chicago, Elementary School Teacher, M., 1903, vol. 4.
Chicago, Home Education, M., 1903, vol. 1.
Chicago, Journal of Geography, M., 1903, vol. 3.
Chicago, Kindergarten Magazine, M., 1903, vol. 16.
Chicago, Manual Training Magazine, Qu., 1903, vol. 5.
Chicago, Muse (The), M., 1903, vol. 3.
Chicago, Review of Catholic Pedagogy, M., 1903, vol. (?)
Chicago, School Review, M., 1903, vol. 11.
Chicago, School Science, M., 1903, vol. 3.
Chicago, Teachers' Federation Bulletin, W., 1903, vol. 3.

Illinois—Continued.

- Chicago, University Record, W., 1903, vol. 8.
Chicago, University Extension Quarterly, Qu., 1903, vol. 1.
Oak Park, Intelligence, Semi-m., 1903, vol. 23.
Oak Park, School Weekly, W., 1903, vol. 9.
Taylorsville, School News and Practical Educator, M., 1903, vol. 17.

Indiana.

- Indianapolis, Educator-Journal, M., 1903, vol. 4.

Iowa.

- Cedar Rapids, The Western Penman, M., 1903, vol. 20.
Charles City, Iowa Teacher, M., 1903, vol. 17.
Des Moines, Midland Schools, M., 1903, vol. 8.
Fort Dodge, Webster County Teacher, M., 1903, vol. 13.
Keokuk, School Music Monthly, M., 1903, vol. 4.

Kansas.

- Hutchinson, Kansas Educator, M., 1903, vol. 1.
Lawrence, Kansas University Science Bulletin, Qu., 1903, vol. 1.
Manhattan, Industrialist (The), W., 1903, vol. 30.
New Albany, Country School Champion, M., 1903, vol. 7.
Topeka, Western School Journal, M., 1903, vol. 20.

Kentucky.

- Lexington, Southern School Journal, M., 1903, vol. 14.

Louisiana.

- New Orleans, Teachers' Outlook, M., 1903, vol. 4.

Maine.

- Farmington, Normal (The), M., 1903, vol. 2.

Maryland.

- Baltimore, Johns Hopkins University Circular, M., 1903, vol. 22.

Massachusetts.

- Boston, American Primary Teacher, M., 1903, vol. 22.
Boston, Bostonia, Qu., 1903, vol. 4.
Boston, Boston Cooking School Magazine, Bi m., 1903, vol. 8.
Boston Education, M., 1903, vol. 24.
Boston, Home Science Magazine, M., 1903, vol. 20.
Boston, Journal of Education, W., 1903, vol. 58.
Boston, Literary World, Semi-m., 1903, vol. 34.
Boston, Popular Educator, M., 1903, vol. 21.
Boston, Posse Gymnasium Journal, M., 1903, vol. 11.
Boston, Psychic Power through Practical Psychology, M., 1903, vol. 3.

Massachusetts—Continued.

- Boston, Primary Education, M., 1903, vol. 11.
 Boston, School Physiology Journal, M., 1903, vol. 13.
 Boston, Technological Quarterly, Qu., 1903, vol. 16.
 Cambridge, The People, M., 1903, vol. 5.
 Salem, Little Folks, M., 1903, vol. 7.
 Springfield, Kindergarten Review, M., 1903, vol. 14.
 Worcester, American Journal of Psychology, Qu., 1903, vol. 15.
 Worcester, School Arts Book, M., 1903, vol. 3.
 Worcester, Seminary (The), Qu., 1903, vol. 10.

Michigan.

- Lansing, Moderator Topics, Semi-m., 1903, vol. 24.
 Lansing, Teachers' Sanitary Bulletin, M., 1903, vol. 6.

Minnesota.

- Minneapolis, Minnesota School Journal, M., 1903, vol. 3.
 Minneapolis, School Education, M., 1903, vol. 22.

Missouri.

- Jefferson City, Missouri School Journal, M., 1903, vol. 20.
 St. Louis, Evangelish-Lutherisches Schulblatt, M., 1903, vol. 33.

Nebraska.

- Lincoln, Nebraska Teacher, M., 1903, vol. 6.
 Lincoln, School Index, M., 1903, vol. 3.
 Omaha, Nebraska Mute Journal, M., 1903, vol. 31.
 Santee Agency, Word Carrier, M., 1903, vol. 32.

New Hampshire.

- Manchester, Notes and Queries, M., 1903, vol. 22.

New Jersey.

- Ringoes, Journal of Orthoepe and Orthografi, M., 1903, vol. 20.
 Trenton, Silent Worker (The), M., 1903, vol. 16.

New York.

- Albany, American Education from Kindergarten to College, M., 1903, vol. 7.
 Brooklyn, American Physical Education Review, Qu., 1903, vol. 8.
 Brooklyn, Latin Leaflet, W., 1903, vol. 4.
 Chautauqua, Assembly Herald, D., during summer, 1903, vol. 28.
 Cornwall, Schoolmaster (The), M., 1903, vol. 7.
 Dansville, Normal Instructor and Teachers' World, M., 1903, vol. 13.
 Malone, Mentor (The), M., 1903, vol. 9.
 New York, American School Board Journal, M., 1903, vol. 27.
 New York, Art Amateur (The), M., 1903, vol. 45.
 New York, Champplain Educator, M., 1903, vol. 22.
 New York, Columbia University Quarterly, Qu., 1903, vol. 6.
 New York, Columbia University Teachers' College Bulletin, M., 1903, vol. 1.
 New York, Deaf Mutes' Journal, W., 1903, vol. 32.
 New York, Educational Foundations, M., 1903, vol. 15.

New York—Continued.

- New York, Educational Review, M., 1903, vol. 26.
 New York, Ethical Record, Bi-m., 1903, vol. 5.
 New York, Journal of Mental Pathology, M., 1903, vol. 5.
 New York, Leader (The), M., 1903, vol. 1.
 New York, Literary Digest, W., 1903, vol. 27.
 New York, New Education, M., 1903, vol. 16.
 New York, Our Times, M., 1903, vol. 14.
 New York, Penman's Art Journal, M., 1903, vol. 28.
 New York, Pitman's Phonetic Journal, W., 1903, vol. 61.
 New York, Pitman's Shorthand Weekly, W., 1903, vol. 27.
 New York, Pratt Institute Monthly, M., 1903, vol. 12.
 New York, Primary School, M., 1903, vol. 13.
 New York, Psychological Review, M., 1903, vol. 10.
 New York, School, W., 1903, vol. 15.
 New York, School Journal, W., 1903, vol. 67.
 New York, School Music Review, M., 1903, vol. 12.
 New York, School Work, Qu., 1903, vol. 2.
 New York, Sunday School Journal, M., 1903, vol. 35.
 New York, Teachers' Institute, M., 1903, vol. 26.
 New York, Typewriter and Phonographic World, M., 1903, vol. 22.
 Rochester, Educational Gazette, M., 1903, vol. 19.
 Syracuse, Craftsman (The), M., 1903, vol. 4.
 Syracuse, Journal of Pedagogy, Qu., 1903, vol. 16.
 Syracuse, School Bulletin, M., 1903, vol. 30.

North Carolina.

- Greensboro, State Normal Magazine, M., 1903, vol. 8.

Ohio.

- Athens, Ohio Teacher, M., 1903, vol. 24.
 Bellefontaine, Educational Sun, M., 1903, vol. 4.
 Cincinnati, Ohio Valley Educational Journal, M., 1903, vol. 1.
 Cincinnati, Our Companion, M., 1903, vol. 14.
 Cincinnati, Public School Journal, M., 1903, vol. 43.
 Columbus, Ohio Chronicle for Deaf and Dumb, W., 1903, vol. 36.
 Columbus, Ohio Educational Monthly, M., 1903, vol. 52.
 Springfield, Chautauquan (The), M., 1903, vol. 38.

Oklahoma.

- Oklahoma City, School Herald, M., 1903, vol. 12.

Oregon.

- Salem, Oregon Teachers' Monthly, M., 1903, vol. 8.

Pennsylvania.

- Allentown, National Educator, M., 1903, vol. 44.
 Edinboro, Sunshine Magazine and Educational Independent, W., 1903, vol. 13.
 Harrisburg, School Gazette, M., 1903, vol. 14.
 Lancaster, Pennsylvania School Journal, M., 1903, vol. 52.
 Millersville, Normal Journal, Qu., 1903, vol. 17.

Pennsylvania—Continued.

- Mount Airy-Philadelphia, Association Review, Bi-m., 1903, vol. 5.
 Philadelphia, American Church Sunday School Magazine, M., 1903, vol. 32.
 Philadelphia, Journal of Franklin Institute, M., 1903, vol. 156.
 Philadelphia, Stenographer (The), M., 1903, vol. 18.
 Philadelphia, Studies in Education, M., 1903, vol. 2.
 Philadelphia, Teacher (The), M., 1903, vol. 7.
 Scranton, Power and Science and Industry, M., 1903, vol. 8.

South Carolina.

- Aiken, Schofield School Bulletin, M., 1903, vol. 14.
 Columbia, Educational (The), M., 1903, vol. 2.

South Dakota.

- Mitchell, South Dakota Educator, M., 1903, vol. 17.

Tennessee.

- Knoxville, Southern Education, M., 1903, vol. 1.
 Nashville, Progressive Teacher (The), M., 1903, vol. 9.

Texas.

- Austin, Texas School Journal, M., 1903, vol. 21.
 Dallas, Texas School Magazine, M., 1903, vol. 6.

Virginia.

- Hampton, Southern Workman and Hampton School Record, M., 1903, vol. 32.
 Richmond, Virginia School Journal, M., 1903, vol. 12.
 Williamsburg, William and Mary College Quarterly, Qu., 1903, vol. 12.

Washington.

- Seattle, Northwest Journal of Education, M., 1903, vol. 15.
 Vancouver, Washingtonian (The), Semi-m., 1903, vol. 12.

West Virginia.

- Charleston, West Virginia School Journal, M., 1903, vol. 32.

Wisconsin.

- Madison, Wisconsin Journal of Education, M., 1903, vol. 34.
 Milwaukee, American Journal of Education, M., 1903, vol. 37.
 Milwaukee, Catholic School Journal, M., 1903, vol. 4.
 Milwaukee, Lutherische Schulzeitung, M., 1903, vol. 29.
 Milwaukee, Mind and Body, M., 1903, vol. 10.
 Milwaukee, Pädagogische Monatshefte, M., 1903, vol. 5.
 Milwaukee, Western Teacher, M., 1903, vol. 12.

(2) ARRANGED BY SUBJECTS.

Common school education, elementary and secondary.

- American Education, from Kindergarten to College—N. Y.
 American Journal of Education—Wis.
 American Primary Teacher—Mass.
 Arkansas School Journal—Ark.
 Catholic School Journal—Wis.
 Champlain Educator—N. Y.
 Colorado School Journal—Colo.
 Connecticut School Journal—Conn.
 Country School Champion—Kans.
 Education—Mass.
 Educational (The)—S. C.
 Educational Exchange—Ala.
 Educational Foundations—N. Y.
 Educational Gazette—N. Y.
 Educational Review—N. Y.
 Educational Sun—Ohio.
 Educator (The)—Ala.
 Educator—Journal—Ind.
 Elementary School Teacher—Ill.
 Evangelisch-Lutherisches Schulblatt—Mc.
 Florida School Exponent—Fla.
 Intelligence—Ill.
 Iowa Teacher—Iowa.
 Journal of Education—Mass.
 Kansas Educator—Kans.
 Leader (The)—N. Y.
 Lutherische Schulzeitung—Wis.
 Mentor—N. Y.
 Midland Schools—Iowa.
 Minnesota School Journal—Minn.
 Missouri School Journal—Mo.

Common school education, etc.—Continued.

- Moderator Topics—Mich.
 National Educator—Pa.
 Nebraska Teacher—Nebr.
 New Education—N. Y.
 Normal Index—Ala.
 Northwest Journal of Education—Wash.
 Ohio Educational Monthly—Ohio.
 Ohio Teacher—Ohio.
 Ohio Valley Educational Journal—Ohio.
 Oregon Teachers' Monthly—Oreg.
 Our Times—N. Y.
 Pädagogische Monatshefte—Wis.
 Pennsylvania School Journal—Pa.
 People (The)—Mass.
 Popular Educator—Mass.
 Primary Education—Mass.
 Primary School—N. Y.
 Progressive Teacher—Tenn.
 Public School Journal—Ohio.
 Review of Catholic Pedagogy—Ill.
 Schofield School Bulletin—S. C.
 School—N. Y.
 School and Home Education—Ill.
 School Bulletin—N. Y.
 School Education—Minn.
 School Gazette—Pa.
 School Herald—Okla.
 School Index—Nebr.
 School Journal—Minn.
 School Journal—N. Y.
 Schoolmaster (The)—N. Y.
 School News and Practical Educator—Ill.
 School Weekly—Ill.

Common school education, etc.—Continued.

School Work—N. Y.
 Seminary—Mass.
 South Dakota Educator—S. Dak.
 Southern Education—Tenn.
 Southern Letter—Ala.
 Southern School and Home—Fla.
 Southern School Journal—Ky.
 Studies in Education—Pa.
 Sunshine Magazine and Educational Independent—Pa.
 Teacher (The)—Pa.
 Teachers' Federation Bulletin—Ill.
 Teachers' Outlook—La.
 Texas School Journal—Tex.
 Texas School Magazine—Tex.
 Virginia School Journal—Va.
 Washingtonian (The)—Wash.
 Webster County Teacher—Iowa.
 Western Journal of Education—Cal.
 Western School Journal—Kans.
 Western Teacher—Wis.
 West Virginia School Journal—W. Va.
 Wisconsin Journal of Education—Wis.
 Word Carrier—Nebr.

Kindergarten education.

Home Education—Ill.
 Kindergarten Magazine—Ill.
 Kindergarten Review—Mass.
 Little Folks—Mass.

Secondary education, exclusively or chiefly.

Educational Review—N. Y.
 Journal of Pedagogy—N. Y.
 Review of Catholic Pedagogy—Ill.
 School Review—Ill.
 School Science—Ill.

Normal school education.

Normal (The)—Me.
 Normal Instructor and Teachers' World—N. Y.
 Normal Journal—Pa.
 Normal School Bulletin—Ill.
 State Normal Magazine—N. C.
 Teachers' College Bulletin—N. Y.
 Teachers' Institute—N. Y.

University publications.

Bostonia—Mass.
 Catholic University Bulletin—D. C.
 Columbia University Quarterly—N. Y.
 Johns Hopkins University Circular—Md.
 Seminary (The)—Mass.
 University Chronicle—Cal.
 University Courier—D. C.
 University Extension Quarterly—Ill.
 University Science Bulletin—Kans.
 University Record—Ill.
 Yale Review—Conn.
 William and Mary College Quarterly—Va.

Physical education.

American Physical Education Review—N. Y.
 Mind and Body—Wis.
 Posse Gymnasium Journal—Mass.

Religious and ethical education.

American Church Sunday School Magazine—Pa.
 Biblical World—Ill.

Religious and ethical education—Continued.

Ethical Record—N. Y.
 Our Companion—Ohio.
 Sunday School Journal—N. Y.

Art education.

Art Amateur—N. Y.
 School Arts Book—Mass.

Child study and psychology.

American Journal of Psychology—Mass.
 Journal of Mental Pathology—N. Y.
 Psychic Power Through Practical Psychology—Mass.
 Psychological Review—N. Y.

Industrial and technical education.

Craftsman (The)—N. Y.
 Industrialist (The)—Kans.
 Journal of Franklin Institute—Pa.
 Manual Training Magazine—Ill.
 Power and Science and Industry—Pa.
 Pratt Institute Monthly—N. Y.
 Southern Workman and Hampton School Record—Va.
 Technological Quarterly—Mass.

Deaf mutes' education.

American Annals of the Deaf—D. C.
 Association Review—Pa.
 Deaf-Mutes' Journal—N. Y.
 Nebraska Mute Journal—Nebr.
 Ohio Chronicle for Deaf and Dumb—Ohio.
 Silent Worker—N. J.

Domestic education.

American Home Science Magazine—Mass.
 Boston Cooking School Magazine—Mass.

Language and elocution.

Journal of Orthoepeia and Orthografi—N. J.
 Latin Leaflet—N. Y.

Calligraphy and stenography.

Penman's Art Journal—N. Y.
 Pitman's Shorthand Weekly—N. Y.
 Pitman's Phonetic Journal—N. Y.
 Stenographer (The)—Pa.
 Typewriter and Phonographic World—N. Y.
 Western Penman—Iowa.

Music.

Muse (The)—Ill.
 School Music Monthly—Iowa.
 School Music Review—N. Y.

Geography.

Journal of Geography—Ill.

Physiology and hygiene.

School Physiology Journal—Mass.
 Teachers' Sanitary Bulletin—Mich.

School administration.

American School Board Journal—N. Y.
 Board of Education Bulletin—Ill.

Literature and criticism.

Chautauqua Assembly Herald—N. Y.
 Chautauquan (The)—Ohio.
 Dial (The)—Ill.
 Literary Digest—N. Y.
 Literary World—Mass.
 Notes and Queries—N. H.

CHAPTER XXV.

EDUCATIONAL DIRECTORY.^a

I.—CHIEF STATE SCHOOL OFFICERS.

Name.	Address.	Official designation.
I. W. Hill	Montgomery, Ala	State superintendent of education.
N. G. Layton	Phoenix, Ariz	Territorial superintendent of public instruction.
John H. Hinemon	Little Rock, Ark	State superintendent of public instruction.
Thomas J. Kirk	Sacramento, Cal	Do.
Mrs. Helen L. Grenfell	Denver, Colo	Do.
Charles D. Hine	Hartford, Conn	Secretary of State board of education.
P. B. Norman, jr	Dover, Del	Do.
A. T. Stuart	Washington, D. C.	Superintendent of District schools.
W. N. Sheats	Tallahassee, Fla	State superintendent of public instruction.
W. B. Merritt	Atlanta, Ga	State school commissioner.
Miss May L. Scott	Boise, Idaho	State superintendent of public instruction.
Alfred Bayliss	Springfield, Ill.	Do.
John D. Benedict	Muscooge, Ind. T.	Territorial superintendent of schools.
F. A. Cotton	Indianapolis, Ind	State superintendent of public instruction
John F. Riggs	Des Moines, Iowa	Do.
I. L. Dayhoff	Topeka, Kans	Do.
J. H. Fuqua, sr	Frankfort, Ky	Do.
J. V. Calhoun	Baton Rouge, La	State superintendent of public education.
W. W. Stetson	Augusta, Me.	State superintendent of public schools.
M. Bates Stephens	Baltimore, Md.	State superintendent of public instruction.
George H. Martin	Boston, Mass	Secretary of State board of education.
Delos Fall	Lansing, Mich	State superintendent of public instruction.
J. W. Olsen	St. Paul, Minn	Do.
Henry L. Whitfield	Jackson, Miss	State superintendent of public education.
W. T. Carrington	Jefferson City, Mo	State superintendent of public schools.
W. W. Welch	Helena, Mont	State superintendent of public instruction.
W. K. Fowler	Lincoln, Nebr	Do.
Orvis Ring	Carson, Nev	Do.
Channing Folsom	Concord, N. H	Do.
Chas. J. Baxter	Trenton, N. J	Do.
J. Franco Chavez	Santa Fe, N. Mex	Territorial superintendent of public instruction.
Andrew S. Draper	Albany, N. Y	State commissioner of education.
J. Y. Joyner	Raleigh, N. C	State superintendent of public instruction.
W. L. Stockwell	Bismarck, N. Dak	Do.
Lewis D. Bonebrake	Columbus, Ohio	State commissioner of common schools.
L. W. Baxter	Guthrie, Okla	Territorial superintendent of public instruction.
J. H. Ackerman	Salem, Oreg	State superintendent of public instruction.
Nathan C. Schaeffer	Harrisburg, Pa	Do.
Thomas B. Stockwell	Providence, R. I.	Commissioner of public schools.
O. B. Martin	Columbia, S. C	State superintendent of education.
G. W. Nash	Pierre, S. Dak	State superintendent of public instruction.
Seymour A. Mynders	Nashville, Tenn	Do.
Arthur Lefevre	Austin, Tex	Do.
A. C. Nelson	Salt Lake City, Utah	Do.
Walter E. Ranger	Montpelier, Vt	State superintendent of education.
Joseph W. Southall	Richmond, Va	State superintendent of public instruction.
R. B. Bryan	Olympia, Wash	Do.
Thomas C. Miller	Charleston, W. Va	State superintendent of free schools.
C. P. Cary	Madison, Wis	State superintendent of public schools.
Thomas T. Tynan	Cheyenne, Wyo	State superintendent of public instruction.
Sheldon Jackson	Sitka, Alaska	General agent of education.
A. T. Atkinson	Honolulu, Hawaii	Superintendent of public instruction.
Elmer B. Bryan	Manila, Philippine Islands	General superintendent of public instruction.
Roland P. Falkner	San Juan, Porto Rico	Commissioner of education.

^a Corrected to July, 1904, in so far as changes have been reported to the Bureau.

II.—LIST OF CITY SUPERINTENDENTS.

ALABAMA.

Anniston, D. R. Murphy.
 Bessemer, Joseph M. Dill.
 Birmingham, J. H. Phillips.
 Eufaula, F. L. McCoy.
 Florence, Henry Clay Gilbert.
 Gadsden, W. E. Striplin.
 Girard, W. F. Monk.
 Huntsville, S. R. Butler.
 Mobile, S. S. Murphy.
 Montgomery, Charles L. Floyd.
 New Decatur, A. F. Harman.
 Opelika, George W. Brock.
 Phoenix, J. H. Davis.
 Selma, R. E. Hardaway.
 Talladega, John D. McNeel.
 Troy, John P. Selman.
 Tuscaloosa, James H. Foster.

ARIZONA.

Phoenix, R. L. McDonnold.
 Tucson, Francis M. Walker.

ARKANSAS.

Fayetteville, J. C. Mitchell.
 Fort Smith, B. W. Torreyson.
 Helena, S. H. Spragins.
 Hot Springs, George B. Cook.
 Jonesboro, D. T. Rogers.
 Little Rock, J. R. Rightsell.
 Pine Bluff, Junius Jordan.
 Texarkana, W. C. McAllister.

CALIFORNIA.

Alameda, Fred T. Moore.
 Bakersfield, David W. Nelson.
 Berkeley, S. D. Waterman.
 Eureka, A. C. Barker.
 Fresno, C. L. McLane.
 Los Angeles, James A. Foshay.
 Napa City, J. L. Shearer.^a
 Oakland, John W. McClymonds.
 Pasadena, James D. Graham.
 Pomona, F. A. Wagner.
 Redlands:

School district, A. Harvey Collins.^b

Lugonia district, D. C. Reed.^b

Riverside, A. N. Wheelock.
 Sacramento, O. W. Erwine.
 San Bernardino, F. W. Conrad.
 San Diego, F. P. Davidson.
 San Francisco, W. H. Langdon.
 San Jose, A. E. Shumate.
 Santa Ana, Joseph C. Templeton.
 Santa Barbara, William A. Wilson.
 Santa Cruz, David C. Clark.^c
 Santa Rosa, E. M. Cox.^b
 Stockton, James A. Barr.
 Vallejo, James R. Petree.

^a Principal of grammar school.

^b Supervising principal.

^c Principal.

^d Secretary board of school visitors.

COLORADO.

Aspen, F. J. Brownscombe.
 Boulder, William V. Casey.
 Colorado Springs, John Dietrich.
 Cripple Creek, Wilson M. Shafer.
 Denver, Aaron Gove.
 Leadville, Frederick P. Austin.
 Pueblo:
 District No. 1, James S. McClung.
 District No. 20, John F. Keating.
 Trinidad, J. P. Treat.
 Victor, W. M. Shafer.

CONNECTICUT.

Ansonia, Arthur D. Call.
 Branford, H. S. Lovejoy.
 Bridgeport, Charles W. Deane.
 Bristol, Charles L. Wooding.
 Danbury, A. C. Hubbard.^d
 Derby, J. W. Peck.
 East Hartford, Joseph O. Goodwin,^d J. H. Ensign.^e
 Enfield, George T. Finch.^f
 Glastonbury, Chas. G. Rankin.
 Greenwich, Newton B. Hobart,^c Thomas F. Howley.^d
 Hamden, Charles F. Clarke.^g
 Hartford, Thomas S. Weaver.
 Huntington, W. D. Hood.
 Killingly, James M. Paine.^f
 Manchester:
 Town schools, Herbert O. Bowers.^d
 Ninth district (south), Fred A. Verplanck.
 Meriden, Albert B. Mather.
 Middletown, Walter B. Ferguson.
 Naugatuck, Frank W. Eaton.
 New Britain, Giles A. Stuart.
 New Haven, Frank Herbert Beede.
 New London, Charles B. Jennings.
 New Milford, Charles N. Hall.
 Norwalk, Arthur C. Wheeler.^d
 Norwich:

Nathan Lee Bishop (superintendent Central district).

John B. Stanton (superintendent West Chelsea district).

Putnam, W. R. Barber,^d E. H. Johnson.^h

Southington, Mrs. Anna D. Pollard.

South Norwalk, A. Blanchard.^d

Stafford, Alvaredo Howard.^e

Stamford, Everett C. Willard.

Stonington, James H. Weeks, jr.^d

Torrington, Edwin H. Forbes.

Vernon, W. B. Foster.

East district, Isaac M. Agard.

Wallingford, W. O. Cartwright, J. E. Wildman.^d

Waterbury, B. W. Tinker.

West Haven, Edgar C. Stiles.

Westport, John H. McArde.^g

^c Chairman.

^f Acting visitor.

^g Secretary school committee.

^h Acting school visitor.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

CONNECTICUT—Continued.

Winchester, George A. Sanford.^a
Windham, Curtis Dean.^b

DELAWARE.

Wilmington, George W. Twitmyer.

DISTRICT OF COLUMBIA.

Washington, A. T. Stuart.

FLORIDA.

Jacksonville, George P. Glenn.
Key West, J. V. Harris.^c
Lake City, T. H. Owens.^c
Pensacola, N. B. Cook.^c
St. Augustine, R. B. Ruthersford.
Tampa, B. C. Graham.^c

GEORGIA.

Albany, S. R. De Jarnette,^c L. E. Welsh.^d
Americus, J. E. Mathis.
Athens, G. G. Bond.
Atlanta, W. F. Slaton.
Augusta, Lawton B. Evans.
Brunswick, N. H. Ballard.
Columbus, Carleton B. Gibson.
Dalton, B. M. Thomas.
Elberton, J. C. Langston.
Gainesville, J. W. Marion.
Griffin, J. Henry Walker.
Lagrange, C. L. Smith.
Macon, Jere M. Pound.
Marietta, E. J. Robeson.
Milledgeville, W. E. Reynolds.
Rome, James C. Harris.
Savannah, Otis Ashmore.
Thomasville, J. C. Wardlaw.
Valdosta, R. B. Daniel.
Waycross, E. A. Pound.

IDAHO.

Boise, J. E. Williamson.
Pocatello, Walter R. Siders.

ILLINOIS.

Alton, Robert A. Haight.
Aurora:
District No. 4 (west side), A. V. Greenman.
District No. 5 (east side), C. M. Bardwell.
Beardstown, J. Gladden Hutton.
Belleville, George H. Busieck.
Belvidere, Arthur J. Snyder.
Bloomington, J. K. Stableton.
Blue Island, J. E. Lemon.
Cairo, Taylor C. Clendenen.
Canton, Charles S. Aldrich.
Centralia, S. H. Bohn.
Champaign, Joseph Carter.
Charleston, De Witt Elwood.
Chicago, Edwin G. Cooley.
Clinton, E. B. Bentley.

ILLINOIS—Continued.

Collinsville, Charles H. Dorris.
Danville, L. H. Griffith.
Decatur, Enoch A. Gastman.
DeKalb, Newell D. Gilbert.
Dixon, Charles W. Groves.
Duquoin, Charles W. Houk.
East St. Louis, John Richeson.
Edwardsville, Charles W. Parkinson.
Elgin, M. A. Whitney.
Evanston:
District No. 75, Homer H. Kingsley.
District No. 74, North Evanston, Nellie E. Trembor.^d
District No. 73, South Evanston, Fred W. Nichols.
Freeport, S. E. Raines.
Galena, P. H. Clark.
Galesburg, William L. Steele.
Harlem, Frank Curtis.
Harvey, F. L. Miller.
Jacksonville, E. E. Webster.
Jerseyville, J. Pike.
Joliet, John J. Allison.
Kankakee, F. N. Tracy.
Kewanee, A. C. Butler.
La Salle, J. B. McManus.
Lincoln, B. E. Nelson.
Litchfield, C. E. Richmond.
Macomb, W. W. Earnest.
Maywood, J. Porter Adams.
Mattoon, G. P. Randall.
Metropolis City, Edward Longbons.
Moline, Gerard T. Smith.
Monmouth, B. F. Armitage.
Morris, Preston King Cross.
Mount Carmel, W. S. Booth.
Mount Vernon, E. E. Van Cleave.
Murphysboro, Edward J. Klemme.
Olney, G. D. Wham.
Ottawa, W. A. Furr.
Pana, Wm. Miner.
Paris, H. W. Monical.
Pekin, O. A. Shotts.
Peoria, Newton Charles Dougherty.
Pernu, Ira M. Ong.
Pontiac, Isaac Mitchell.
Princeton, M. G. Clark.
Quincy, D. B. Rawlins.
Rockford, P. R. Walker.
Rock Island, Herbert B. Hayden.
Springfield, J. H. Collins.
Spring Valley, V. R. McKnight.
Sterling:
District No. 3 (the Sterling schools), H. L. Chaplin.
District No. 10 (the Wallace schools), A. Laurie Hill.
Streator, John Andrew Long.
Taylorville, H. N. Foltz.
Urbana, J. W. Hays.
Waukegan, Miriam Besley.

^a Secretary board of school visitors; post-office, Winsted.

^b Chairman school committee; post-office, Willimantic.

^c County superintendent.

^d Principal.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

INDIANA.

Alexandria, J. G. Collicott.
 Anderson, John W. Carr.
 Bedford, W. E. Alexander.
 Bloomington, James K. Beck.
 Bluffton, W. A. Wirt.
 Brazil, L. B. O'Dell.
 Columbus, T. F. Fitzgibbon.
 Connersville, W. S. Rowe.
 Crawfordsville, William A. **Millis**.
 Decatur, H. A. Hartman.
 Elkhart, D. W. Thomas.
 Evansville, Frank W. Cooley.
 Fort Wayne, Justin N. Study.
 Frankfort, Edwin S. Monroe.
 Franklin, H. B. Wilson.
 Goshen, Victor W. B. Hedgepeth.
 Greenfield, W. C. Goble.
 Greensburg, Elmer C. Jerman.
 Hammond, W. H. Hershman.
 Hartford City, C. H. Drybread.
 Huntington, W. P. Hart.
 Indianapolis, Calvin N. Kendall.
 Jeffersonville, C. M. Marble.
 Kokomo, Robert A. Ogg.
 Lafayette, Russell K. Bedgood.
 Laporte, John A. Wood.
 Lawrenceburg, T. H. Meek.
 Lebanon, Charles A. Peterson.
 Logansport, Albert H. Douglass.
 Madison, C. M. McDaniel.
 Marion, Benjamin F. Moore.
 Martinsville, J. E. Robinson.
 Michigan City, Paul A. Cowgill.
 Mishawaka, J. F. Nuner.
 Mount Vernon, Edward G. **Bauman**.
 Muncie, George L. Roberts.
 New Albany, C. A. Prosser.
 Noblesville, John A. Carnagey.
 Peru, A. A. Campbell.
 Portland, Hale Bradt.
 Princeton, Harold Barnes.
 Richmond, Thomas A. Mott.
 Rushville, A. G. McGregor.
 Seymour, H. C. Montgomery.
 Shelbyville, James H. Tomlin.
 South Bend, Calvin Moon.
 Terre Haute, William H. Wiley.
 Tipton, I. L. Conner.
 Valparaiso, Arthur A. Hughart.
 Vincennes, Albert E. Humke.
 Wabash, Adelaide S. Baylor.
 Warsaw, Noble Harter.
 Washington, William F. **Axtell**.
 Whiting, Robert L. Hughes.

IOWA.

Atlantic, Carlos M. Cole.
 Boone, J. C. King.
 Burlington, Francis M. Fultz.
 Cedar Falls, D. M. Kelly.
 Cedar Rapids, J. J. McConnell.
 Centerville, F. E. King.
 Chariton, J. B. Morris.

IOWA—Continued.

Charles City, C. A. Kent.
 Clinton, O. P. Bostwick.
 Council Bluffs, W. N. Clifford.
 Creston, O. E. French.
 Davenport, J. B. Young.
 Des Moines:
 East Side, Amos Hiatt.
 West Side, Samuel H. Sheakley.
 Capital Park, R. J. Hartung.
 Dubuque, F. T. Oldt.
 Fairfield, S. A. Power.
 Fort Dodge, George H. Mullin.
 Fort Madison, C. W. Cruikshank.
 Grinnell, D. A. Thornburg.
 Iowa City, S. K. Stevenson.
 Keokuk, O. W. Weyer.
 Lemars, Anson H. Bigelow.
 Marion, G. E. Finch.
 Marshalltown, William I. Crane.
 Mason City, Leander D. Ellis.
 Missouri Valley, ———.
 Mount Pleasant, Frank Whittier Else.
 Muscatine, W. F. Chevalier.
 Newton, E. J. H. Beard.
 Oelwein, L. B. Moffett.
 Oskaloosa, S. J. Finley.
 Ottumwa, A. W. Stuart.
 Perry, J. J. Moser.
 Redoak, George S. Dick.
 Sioux City, W. M. Stevens.
 Washington, R. B. Crone.
 Waterloo:
 East Side, F. H. Bloodgood.
 West Side, A. T. Hukill.
 Webster City, L. H. Ford.

KANSAS.

Argentine, H. P. Butcher.
 Arkansas City, W. M. Fisher.
 Atchison, Nathan T. Veatch.
 Coffeyville, William M. Sinclair.
 Emporia, L. A. Lowther.
 Fort Scott, David M. Bowen.
 Galena, J. A. Higdon.
 Hutchinson, R. R. Price.
 Independence, C. S. Risdon.
 Iola, Miss Clifford A. Mitchell.
 Junction City, William S. Heusner.
 Kansas City, M. E. Pearson.
 Lawrence, Frank P. Smith.
 Leavenworth, George W. Kendrick.
 Newton, David F. Shirk.
 Ottawa, J. H. Adams.
 Parsons, T. S. Johnson.
 Pittsburg, A. H. Bushey.
 Salina, George R. Crissman.
 Topeka, W. M. Davidson.
 Wellington, W. M. Massey.
 Wichita, R. F. Knight.
 Winfield, J. W. Spindler.

KENTUCKY.

Ashland, John Grant Crabbe.
 Bellevue, John Maddox.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

KENTUCKY—Continued.

Bowling Green, Edward Taylor.
 Covington, John Morris.
 Danville, W. C. Grinstead. ^a
 Dayton, E. P. West.
 Frankfort, S. L. Frogge.
 Henderson, Livingstone McCartney.
 Hopkinsville, J. B. Taylor.
 Lexington, M. A. Cassidy.
 Louisville, Edgar H. Mark.
 Maysville, E. Regenstein. ^a
 Middlesboro, ———.
 Newport, John Burke.
 Owensboro, McHenry Rhoads.
 Paducah, C. B. Hatfield.
 Paris, J. A. Sharon.
 Richmond, H. H. Brock.
 Winchester, R. M. Shiff.

LOUISIANA.

Alexandria, A. M. Hendon. ^a
 Baton Rouge, R. C. Gordon.
 Crowley, J. E. Barry. ^b
 Donaldsonville, Richard McCulloch.
 Lake Charles, John McNeese.
 Monroe, E. Irving Kearsing.
 New Iberia, H. D. Wilcox.
 New Orleans, Warren Easton.
 Shreveport, C. E. Byrd (principal high school
 and acting city superintendent under J. C.
 Moncure, superintendent Caddo Parish).

MAINE.

Auburn, Payson Smith.
 Augusta:
 Mrs. A. H. D. Hanks (superintendent sub-
 urban and high schools).
 Weston Lewis (principal Williams district).
 Bangor, Charles E. Tilton.
 Bath, Edward H. McLachlin.
 Belfast, John R. Dunton.
 Biddeford, Royal E. Gould.
 Brewer, Mrs. Mertie M. Curtis.
 Calais, P. D. Brown.
 Eastport, Parker T. Pearson.
 Ellsworth, W. H. Dresser.
 Gardiner, Charles O. Turner.
 Lewiston, I. C. Phillips.
 Oldtown, Miss Ardelle M. Tozier.
 Portland, Orlando M. Lord.
 Rockland, H. H. Randall.
 Saco, John S. Locke.
 Skowhegan, D. W. Colby.
 South Portland, L. M. Sanborn.
 Waterville, Elwood T. Wyman.
 Westbrook, Fred. Benson.

MARYLAND.

Annapolis, H. R. Wallis. ^c
 Baltimore, J. H. Van Sickle.
 Cambridge, W. P. Beckwith. ^d

^aPrincipal of high school.
^bParish superintendent.
^cPrincipal.

MARYLAND—Continued.

Cumberland, John T. White. ^d
 Frederick, Ephraim L. Boblitz. ^d
 Hagerstown, John P. Fockler. ^d

MASSACHUSETTS.

Abington, W. H. Sanderson.
 Adams, Francis A. Bagnall.
 Amesbury, C. S. Lyman.
 Amherst, Audubon L. Hardy.
 Andover, Corwin F. Palmer.
 Arlington, Frank S. Sutcliffe.
 Athol, W. Scott Ward.
 Attleboro, William P. Kelly.
 Barnstable, F. W. Kingman.
 Belmont, George P. Armstrong.
 Beverly, Adelbert Leon Safford.
 Blackstone, Joseph P. McCovey.
 Boston, Edwin P. Seaver.
 Braintree, J. A. MacDougall.
 Bridgewater, W. H. Sanderson.
 Brockton, B. B. Russell.
 Brookline, George I. Aldrich.
 Cambridge, Francis Cogswell.
 Canton, James S. Perkins.
 Chelsea, B. C. Gregory.
 Chicopee, John C. Gray.
 Clinton, Charles L. Hunt.
 Concord, William L. Eaton.
 Danvers, Louis A. Pratt.
 Dartmouth, Charles E. Soule. ^e
 Dedham, Roderick Whitt'erey Hine.
 Easthampton, W. D. Miller.
 Easton, Osman C. Evans.
 Everett, U. G. Wheeler.
 Fall River, William C. Bates.
 Fitchburg, Joseph G. Edgely.
 Framingham, Samuel F. Eldegott.
 Franklin, Irving H. Gamwell.
 Gardner, Judson I. Wood.
 Gloucester, Freeman Putney.
 Grafton, Robert O. Small.
 Great Barrington, Gilman C. Fisher.
 Greenfield, G. F. Danforth.
 Haverhill, Stanley H. Holmes.
 Hingham, Nelson G. Howard.
 Holyoke, Louis P. Nash.
 Hudson, James G. Morrell.
 Hyde Park, Frank O. Draper.
 Ipswich, Andrew S. Tomson.
 Lawrence, John E. Burke.
 Leominster, Thomas E. Thompson.
 Lexington, Henry W. Porter.
 Lowell, Arthur K. Whitcomb.
 Lynn, Frank J. Peaslee.
 Malden, Henry D. Hervey.
 Manchester, George P. Armstrong.
 Mansfield, Edward P. Fitts.
 Marblehead, John B. Gifford.
 Marlboro, J. Asbury Pitman.
 Medford, Charles H. Morss.

^dCounty school examiner.
^eSecretary of school committee.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

MASSACHUSETTS—Continued.

Melrose, Fred H. Nickerson.
 Merrimac, George E. Chickering.
 Methuen, A. Everett White.
 Middleboro, Charles H. Bates.
 Milford, Charles W. Haley.
 Millbury, Watson C. Lea.^a
 Milton, Asher J. Jacoby.^b
 Montague, Frank P. Davison.^c
 Natick, Albert L. Barbour.
 Needham, ———.
 New Bedford, William E. Hatch.
 Newburyport, William P. Lunt.
 Newton, Fred. W. Atkinson.
 North Adams, Isaac Freeman Hall.
 Northampton, J. H. Carfrey.
 North Andover, George E. Chickering.
 North Attleboro, James W. Brehant.
 Northbridge, S. A. Melcher.
 North Brookfield, Wm. A. Hoyt.
 Norwood, Robert J. Fuller.
 Orange, Edward Dixon.
 Palmer, Harold M. Dean.
 Peabody, Albert Robinson.
 Pittsfield, Eugene Bouton.
 Plymouth, Francis J. Heavens.
 Provincetown, Alvan R. Lewis.
 Quincy, Frank Edson Parlin.
 Randolph, John E. Bradley.
 Reading, Melville A. Stone.
 Revere, Wm. H. Winslow.
 Rockland, James H. Tanquey.
 Rockport, Harriet A. Wetherell.
 Salem, John Wright Perkins.
 Saugus, Charles E. Stevens.
 Somerville, Gordon A. Southworth.
 Southbridge, Fred E. Corbin.
 South Hadley, A. H. Campbell.
 Spencer, Charles F. Adams.
 Springfield, Thomas M. Balliet.
 Stoneham, Charles E. Stevens.
 Stoughton, Edward P. Fitts.
 Swampscott, Harold C. Childs.^d
 Taunton, C. F. Boyden.
 Upton, R. O. Small.
 Wakefield, Alfred C. Thompson.
 Waltham, William D. Parkinson.
 Ware, George W. Cox.
 Warren, O. H. Adams.
 Watertown, Frank R. Page.
 Webster, E. W. Robinson.
 Wellesley, Marshall Livingston Perrin.
 Westboro, H. C. Waldron.
 Westfield, Charles L. Simmons.
 West Springfield, C. E. Brockway.
 Weymouth, Elmer E. Sherman.
 Whitman, Henry M. Walradt.
 Williamstown, Walter G. Mitchell.
 Winchendon, David B. Locke.
 Winchester, Robert C. Metcalf.
 Winthrop, Frank A. Douglas.

^a Post-office, Oxford.^b East Milton.

MASSACHUSETTS—Continued.

Woburn, George I. Clapp.
 Worcester, Homer P. Lewis.

MICHIGAN.

Adrian, P. J. Willson.
 Albion, W. J. McKone.
 Alpena, George A. Hunt.
 Ann Arbor, H. M. Slauson.
 Battle Creek, William G. Coburn.
 Bay City, John A. Stewart.
 Benton Harbor, Eugene A. Wilson.
 Bessemer, Miss A. F. Olcott.
 Big Rapids, James R. Miller.
 Cadillac, James Hamilton Kaye.
 Calumet, H. E. Kratz.
 Charlotte, M. R. Parmelee.
 Cheboygan, William C. Thompson.
 Coldwater, Victor Staley.
 Delray, Frank Cody.
 Detroit, Wales C. Martindale.
 Dowagiac, Warren E. Conkling.
 Escanaba, William M. Jolliffe.
 Flint, R. H. Kirtland.
 Gladstone, J. H. McDonald.
 Grand Haven, Edward P. Cummings.
 Grand Rapids, W. H. Elson.
 Hancock, Eugene La Rowe.
 Hillsdale, S. J. Gier.
 Holland, J. E. Clark.
 Ionia, C. L. Bemis.
 Iron Mountain, L. E. Amidon.
 Ironwood, L. L. Wright.
 Ishpeming, E. E. Scribner.
 Jackson, L. S. Norton.
 Kalamazoo, S. O. Hartwell.
 Lansing, W. D. Sterling.
 Ludington, Guy D. Smith.
 Manistee, Samuel W. Baker.
 Manistique, W. E. Hanson.
 Marine City, H. A. Markham.
 Marquette, E. C. Thompson.
 Marshall, Ralph S. Garwood.
 Menominee, B. S. Hopkins.
 Monroe, R. D. Briggs.
 Mount Clemens, J. B. Estabrook.
 Muskegon, David Mackenzie.
 Negaunee, Orr Schurtz.
 Niles, J. D. Schiller.
 Norway, E. P. Frost.
 Owosso, J. W. Simmons.
 Petoskey, W. M. Andrus.
 Pontiac, James H. Harris.
 Port Huron, W. F. Lewis.
 Saginaw:
 East Side, E. C. Warriner.
 West Side, Phil. Huber.
 St. Joseph, Ernest P. Clarke.
 Sault Ste. Marie, E. E. Ferguson.
 South Haven, A. D. Prentice.
 Traverse City, I. B. Gilbert.

^c Post-office, Turners Falls.^d Principal.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

MICHIGAN—Continued.

West Bay City, E. D. Palmer.^a
Wyandotte, F. H. Sooy.
Ypsilanti, Wm. B. Arbaugh.

MINNESOTA.

Albert Lea, E. M. Phillips.
Austin, Andrew Nelson.
Brainerd, T. B. Hartley.
Crookston, W. F. F. Selleck.
Duluth, Robert E. Denfeld.
Faribault, George A. Franklin.
Fergus Falls, J. A. Vandyke.
Hastings, C. W. Meyer.
Little Falls, H. E. White.
Mankato, Edwin B. Uline.
Minneapolis, Charles M. Jordan.
Moorhead, C. W. Mickens.
New Ulm, E. T. Crichtett.
Owatonna, P. J. Kuntz.
Red Wing, W. F. Kunze.
Rochester, Lester S. Overholt.
St. Cloud, J. A. Cranston.
St. Paul, A. J. Smith.
St. Peter, V. R. Wasson.
Stillwater, Darius Steward.
Winona, Charles R. Frazier.

MISSISSIPPI.

Biloxi, J. H. Owings.
Columbus, Joe Cook.
Greenville, E. E. Bass.
Hattiesburg, F. B. Woodley.
Jackson, Edward L. Bailey.
McComb, Henry P. Hughes.
Meridian, J. C. Fant.
Natchez, J. Reese Lin; ^a J. W. Henderson; ^b
G. W. Brumfield.^a
Vicksburg, Charles Pendleton Kemper.
Yazoo City, Robert Torrey.

MISSOURI.

Aurora, J. L. Green.
Boonville, William Mittelbach.
Brookfield, J. U. White.
Cape Girardeau, E. E. McCullough.^a
Cartersville, O. N. Waltz.
Carthage, J. M. White.
Chillicothe, G. A. Smith.
Clinton, Arthur Lea.
Columbia, R. H. Emberson.
Desoto, Jasper N. Tankersley.
Fulton, J. C. Humphreys.
Hannibal, R. B. D. Simonson.
Independence, William L. C. Palmer.
Jefferson City, J. W. Richardson.
Joplin, J. M. Gwinn.
Kansas City, James M. Greenwood.
Kirksville, E. E. Funk.
Lexington, C. A. Phillips.
Louisiana, Elizabeth Whitaker.
Macon, William A. Annin.
Marshall, J. M. Taylor.

^a Principal.^b County superintendent.

MISSOURI—Continued.

Maryville, C. M. Lieb.
Mexico, D. A. McMillan.
Moberly, J. A. Whiteford.
Nevada, E. S. Clarke.
Poplar Bluff, J. N. Street.
Richhill, S. M. Barrett.
St. Charles, Joseph Herring.
St. Joseph, Edward B. Neely.
St. Louis, F. Louis Soldan.
Sedalia, G. V. Buchanan.
Springfield, Jonathan Fairbanks.
Trenton, T. B. Ford.
Warrensburg, W. E. Morrow.
Webb City, A. G. Young.

MONTANA.

Anaconda, John W. Dale.
Butte, R. G. Young.
Great Falls, S. D. Largent.
Helena, Randall J. Condon.
Missoula, J. G. McKay.

NEBRASKA.

Beatrice, C. A. Fulmer.
Fremont, J. L. Laird.
Grand Island, Robert J. Barr.
Hastings, J. D. French.
Kearney, A. O. Thomas.
Lincoln, W. L. Stephens.
Nebraska City, N. Sinclair.
Norfolk, D. C. O'Connor.
Omaha, W. M. Davidson.
Plattsmouth, E. L. Rouse.
South Omaha, J. Arnett McLean.
York, C. R. Atkinson.

NEVADA.

Reno, W. H. A. Pike.

NEW HAMPSHIRE.

Berlin, G. H. Whitaker.
Concord (Union district), Louis J. Rundlett.
Dover, Frank H. Pease.
Exeter, John A. Brown.^c
Franklin, H. C. Sanborn.
Keene (Union district), Thaddeus William Harris.
Laconia, J. H. Blaisdell.
Littleton, M. C. Smart.
Manchester, Charles W. Bickford.
Nashua, James H. Fassett.
Portsmouth, H. C. Morrison.
Rochester, Ernest L. Silver.
Somersworth, C. C. Ferguson.

NEW JERSEY.

Asbury Park, Fred S. Shepherd.
Atlantic City, Charles B. Boyer.
Bayonne, James H. Christie.
Bloomfield, William E. Chancellor.
Boonton, M. P. Reagle.^a
Bordentown, William MacFarland.—

^c Clerk of school board.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

NEW JERSEY—Continued.

Bridgeton, E. J. Hitchner.
 Burlington, Wilbur Watts.^a
 Camden, James E. Bryan.
 Dover, J. Howard Hulsart.^b
 East Orange, Vernon L. Davey.
 Elizabeth, William J. Shearer.
 Englewood, Marcellus Oakley.
 Gloucester, Horatio Draper.
 Hackensack, Isaac A. Demarest.
 Harrison, James F. Prendergast.
 Hoboken, A. J. Demarest.
 Irvington, F. H. Morrell.
 Jersey City, Henry Snyder.
 Kearney, Don C. Bliss.^c
 Lambertville, Robert H. Dilts.
 Long Branch, Christopher Gregory.
 Madison, A. F. Stauffer.
 Millville, Silas C. Smith.
 Montclair, Randall Spaulding.
 Morristown, W. L. R. Haven.
 Newark, Addison B. Poland.
 New Brunswick, William Clinton Armstrong.
 Newton, Charles J. Majory.^b
 North Plainfield, H. J. Wightman.
 Orange, William M. Swingle.
 Passaic, F. E. Spaulding.
 Paterson, L. A. Goodenough.
 Perth Amboy, S. E. Shull.
 Phillipsburg, H. Budd Howell.
 Plainfield, Henry M. Maxson.
 Princeton, J. M. Arnold.
 Rahway, E. C. Broome.
 Red Bank, S. V. Arrowsmith.
 Rutherford, Stephen B. Gilhuly.
 Salem, Morris H. Stratton.
 Somerville, H. C. Krebs.^b
 South Amboy, R. M. Fitch.
 South Orange, H. W. Foster.
 Summit, John K. Lathrop.
 Town of Union, Otto Ortel.^d
 Trenton, Ebenezer Mackey.
 Vineland, J. J. Unger.
 West Hoboken, Robert Waters.
 West New York, Wm. M. Van Sickle.
 West Orange, Edward D. McCollom.^e
 Woodbury, J. E. Frey.^b

NEW MEXICO.

Albuquerque, A. B. Stroup.
 Raton, Wm. M. Heiney.
 Santa Fe, J. A. Wood.

NEW YORK.

Albany, Charles W. Cole.
 Athlon, Willis G. Carmer.
 Amsterdam, Harrison T. Morrow.
 Auburn, Clinton S. Marsh.

^a Principal.

^b Supervising principal.

^c Post-office, Arlington.

^d Post-office, Weehawken.

^e Principal Union School.

NEW YORK—Continued.

Ballston Spa, A. A. Lavery.^b
 Batavia, John Kennedy.
 Bath, W. T. Palmer.^a
 Binghamton, G. R. Miller.
 Buffalo, Henry P. Emerson.
 Canandaigua, J. Carlton Norris.
 Catskill, Philo H. Edick.
 Cohoes, Edward Hayward.
 Corning:
 District No. 9, Leigh R. Hunt.
 District No. 13, A. M. Blodgett.^a
 Cortland, Ferdinand E. Smith.
 Dunkirk, James C. Van Etten.
 Elmira, C. F. Walker.
 Fredonia, Mary F. Lord.^c
 Fulton, J. R. Fairgrieve.
 Geneva, William H. Truesdale.
 Glens Falls, E. W. Griffith.
 Gloversville, James A. Estee.
 Green Island, James Heatly.
 Haverstraw, L. O. Markham.
 Herkimer, Schuyler F. Herron.
 Hoosick Falls, H. H. Snell.
 Hornellsville, Elmer S. Redman.
 Hudson, F. J. Sagendorph.
 Ilion, Alfred W. Abrams.
 Ithaca, F. D. Boynton.
 Jamestown, Royvillus R. Rogers.
 Johnstown, Frank W. Jennings.
 Kingston, S. R. Shear.
 District No. 1, P. H. Cullen.^f
 District No. 2, ———.
 District No. 3, Henry Powers.^f
 District No. 4, William A. McConnell.^f
 Lansingburg, George F. Sawyer.
 Little Falls, A. J. Merrell.
 Lockport, Emmet Belknap.
 Lyons, W. H. Kinney.
 Malone, Sarah L. Perry.
 Mamaroneck, George McAndrew.^a
 Matteawan, Earلمان Fenner.^a
 Mechanicsville, L. B. Blakeman.
 Medina, T. H. Armstrong.
 Middletown, James F. Tuthill.
 Mount Vernon, Charles E. Nichols.
 Newark, Charles A. Hamilton.^a
 Newburg, James M. Crane.
 New Rochelle, Isaac E. Young.
 New York:
 William H. Maxwell,^g city superintendent.
 Boroughs of Manhattan and the Bronx,
 Andrew W. Edson.^g
 Borough of Brooklyn, John H. Walsh.^h
 Borough of Queens, Edward L. Stevens.ⁱ
 Borough of Richmond, Hubbard R. Yet-
 man.^j
 Niagara Falls, R. A. Taylor.

^f Post-office, Rondout.

^g Post-office, New York City.

^h Post-office, Brooklyn, N. Y.

ⁱ Post-office, Flushing, N. Y.

^j Post-office, Tottenville, N. Y.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

NEW YORK—Continued.

North Tarrytown, L. W. Craig.^a
 North Tonawanda, Frank J. Beardsley.
 Norwich, Stanford J. Gibson.
 Nyack, Ira H. Lawton.
 Ogdensburg, H. H. Southwick.
 Olean, Delmer E. Bacheller.
 Oneida, Avery Warner Skinner.
 Oneonta, William C. Franklin.
 Ossining, W. H. Ryan.
 Oswego, George E. Bullis.
 Owego, Elmer G. Brigham.
 Peekskill:

District No. 7 (Drumhill), John Millar.

District No. 8 (Oaksides), A. D. Dunbar.

Penn Yan, Jay Crissey.
 Plattsburg, S. J. Preston.
 Port Chester, E. G. Lautman.
 Port Jervis, John M. Dolph.
 Poughkeepsie, Wm. Alexander Smith.
 Rensselaer, A. R. Coulson.
 Rochester, Clarence F. Carroll.
 Rome, Lewis N. Crane.
 Salamanca, Thomas Stone Bell.
 Sandy Hill, Frances A. Tefft.^a
 Saratoga Springs, Thomas R. Kneil.
 Schenectady, Samuel B. Howe.
 Seneca Falls, C. Willard Rice.
 Syracuse, A. B. Blodgett.
 Tarrytown, J. V. Sturges.^a
 Tonawanda, Henry Wheaton.
 Troy, John H. Willets.
 Utica, George Griffith.
 Waterloo, H. B. Smith.^b
 Watertown, Frank S. Tisdale.
 Watervliet, Russell H. Bellows.
 Waverly, E. B. Robbins.
 Whitehall, Wilber W. Howe.
 White Plains, W. A. McConnell.
 Yonkers, Charles E. Gorton.

NORTH CAROLINA.

Asheville, R. J. Tighe.
 Charlotte, R. B. Hunter.
 Concord, Walter Thompson.
 Durham, J. A. Matheson.
 Elizabeth City, Mrs. L. B. Bradford.^a
 Fayetteville, J. A. Jones.
 Gastonia, Joe S. Wray.
 Goldsboro, Thomas R. Foust.
 Greensboro, Edgar D. Broadhurst.
 Henderson, J. T. Alderman.
 High Point, George H. Crowell.
 Kinston, L. C. Brogden.
 Newbern, H. P. Harding.
 Raleigh, Edward P. Moses.
 Salisbury, I. C. Griffin.
 Washington, Harry Howell.
 Wilmington, ———.
 Winston, Charles F. Tomlinson.

NORTH DAKOTA.

Fargo, Alfred E. Logie.
 Grand Forks, J. Nelson Kelley.

^aPrincipal.

OHIO.

Akron, Henry V. Hotchkiss.
 Alliance, John E. Morris.
 Ashland, E. P. Dean.
 Ashtabula, R. P. Clark.
 Barberton, W. M. Glasgow.
 Bellaire, J. R. Anderson.
 Bellefontaine, John W. Mackinnon.
 Bellevue, E. F. Warner.
 Bowling Green, N. D. O. Wilson.
 Bucyrus, J. J. Bliss.
 Cambridge, C. L. Cronebaugh.
 Canal Dover, Franklin P. Geiger.
 Canton, J. M. Sarver.
 Chillicothe, M. E. Hard.
 Cincinnati, F. B. Dyer.
 Circleville, C. L. Boyer.
 Cleveland:

Edwin F. Moulton, superintendent.

Starr Cadwallader, director.

Columbus, Jacob A. Shawan.
 Conneaut, C. T. Northrop.
 Coshocton, H. S. Piatt.
 Dayton, Edwin N. Brown.
 Defiance, R. W. Mitchell.
 Delaware, Horace A. Stokes.
 Delphos, T. W. Shimp.
 Dennison, H. Z. Hobson.
 East Liverpool, Robert E. Rayman.
 Elyria, W. R. Comings.
 Findlay, J. W. Zellar.
 Fostoria, W. S. Robinson.
 Fremont, W. W. Ross.
 Galion, I. C. Guinther.
 Gallipolis, S. H. Layton.
 Glenville, H. H. Cully.
 Greenville, John W. Swartz.
 Hamilton, S. L. Rose.
 Hillsboro, F. H. Warren.
 Ironton, S. P. Humphrey.
 Jackson, J. E. Kinnison.
 Kent, A. B. Stutzman.
 Kenton, Charles J. Britton.
 Lancaster, H. A. Cassidy.
 Lima, Charles C. Miller.
 Lorain, F. D. Ward.
 Mansfield, C. L. Van Cleve.
 Marietta, Elmer W. Jordan.
 Marion, H. L. Frank.
 Martins Ferry, J. H. Snyder.
 Massillon, Edmund A. Jones.
 Miamisburg, W. McK. Vance.
 Middletown, Arthur Powell.
 Mount Vernon, John K. Baxter.
 Nelsonville, Aaron Grady.
 Newark, F. Martin Townsend.
 Newburg, B. F. Stevenson.
 New Philadelphia, G. C. Maurer.
 Niles, Frank J. Roller.
 Norwalk, A. D. Beechy.
 Norwood, W. S. Cadman.
 Oberlin, Ward H. Nye.
 Painesville, F. H. Kendall.
 Piqua, C. W. Bennett.

^bSupervising principal.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

OHIO—Continued.

Pomeroy, C. T. Coates.
 Portsmouth, J. I. Hudson.
 Ravenna, F. A. Merrill.
 St. Marys, J. D. Simkins.
 Salem, Jesse L. Johnson.
 Sandusky, H. B. Williams.
 Shelby, W. S. Lynch.
 Sidney, H. R. McVay.
 Springfield, John S. Weaver.
 Steubenville, Edward M. Van Cleve.
 Tiffin, Charles A. Krout.
 Toledo, William Wallace Chalmers.
 Troy, Ralph M. Brown.
 Uhrichsville, L. E. Everett.
 Urbana, I. N. Keyser.
 Van Wert, J. P. Sharkey.
 Warren, C. E. Carey.
 Washington C. H., E. Lincoln Mendenhall.
 Wellston, Ezekiel Wallace Patterson.
 Wellsville, James L. MacDonald.
 Wooster, Charles Haupt.
 Xenia, Edwin B. Cox.
 Youngstown, N. H. Chaney.
 Zanesville, W. D. Lash.

OKLAHOMA.

Guthrie, Frank E. Buck.
 Oklahoma, Ed. S. Vaught.
 Perry, A. K. Gassom.

OREGON.

Astoria, A. L. Clark.
 Baker City, J. A. Churchill.
 Eugene, A. E. Bechdolt.
 Pendleton, E. B. Copklin.
 Portland, Frank Rigler.
 Salem, L. R. Traver.

PENNSYLVANIA.

Allegheny, John Morrow.
 Allentown, Francis D. Raub.
 Altoona, D. S. Keith.
 Archbald, W. A. Kelly.
 Ashland, William C. Estler.
 Ashley, E. D. Bovard.^a
 Bangor, John W. Gruver.^b
 Beaverfalls, Edward Maguire.
 Bellefonte, David O. Etters.
 Bethlehem, Fred W. Robbins.
 Bloomsburg, L. P. Sterner.^a
 Braddock, Grant Norris.
 Bradford, E. E. Miller.
 Bristol, Louise D. Baggs.
 Butler, John A. Gibson.
 Carbondale, Elmer E. Garr.
 Carlisle, John C. Wagner.
 Carnegie, W. S. Bryan.^b
 Catasauqua, H. J. Reinhard.^b
 Chambersburg, Samuel Gelwix.
 Charleroi, J. A. Snodgrass.^b
 Chester, A. Duncan Yocum.
 Clearfield, H. E. Trout.
 Coatesville, W. T. Gordon.

PENNSYLVANIA—Continued.

Columbia, Daniel Fleisher.
 Connelsville, J. P. Wiley.^b
 Conshohocken, E. B. Ziegler.
 Corry, W. W. Fell.
 Danville, U. L. Gordy.
 Dickson City, M. J. Lloyd.
 Dubois, J. H. Alleman.
 Dunmore, C. F. Hoban.
 Duquesne, H. E. Winner.^b
 Easton, William W. Cottingham.
 Edwardsdale, J. O. Hermann.
 Erie, H. C. Missimer.
 Etna, J. Q. A. Irvine.^b
 Forest City, C. T. Thorpe.^b
 Franklin, N. P. Kinsley.
 Freeland, E. F. Hanlon.
 Greensburg, E. J. Shives.
 Greenville, James J. Palmer.
 Hanover, Thomas F. Chrostwaite.
 Harrisburg, Lemuel O. Foose.
 Hazleton, David A. Harman.
 Homestead, James M. Norris.
 Huntington, E. R. Barclay.
 Indiana, James F. Chapman.
 Jeannette, John W. Anthony.
 Johnsonburg, G. B. Gerberich.^a
 Johnstown, J. M. Berkey.
 Kane, T. E. Lytle.
 Kittanning, D. R. Sumstine.
 Lancaster, R. K. Buehrle.
 Lansford, A. A. Killian.
 Latrobe, A. A. Streng.^b
 Lebanon, R. T. Adams.
 Lehigh, N. S. Murphy.^a
 Lewistown, W. F. Kennedy.^a
 Lockhaven, John A. Robb.
 Luzerne, Theron G. Osborne.
 McKeesport, J. Burdette Richey.
 McKees Rocks, F. H. Powers.^b
 Mahanoy City, William N. Ehrhart.
 Mauch Chunk, James J. Bevan.^c
 Meadville, Ulysses G. Smith.
 Middletown, H. J. Wickey.
 Millvale, J. C. R. Johnson.^b
 Milton, A. Reist Rutt.
 Minersville, H. H. Spayd.^a
 Monongahela City, C. H. Wolford.^b
 Mount Carmel, Samuel Halsey Dean.
 Mount Pleasant, S. Grant Miller.^b
 Nanticoke, John William Griffith.
 New Brighton, J. W. F. Wilkinson.
 Newcastle, J. W. Canon.
 New Kensington, Bird S. Hunnell.
 Norristown, Joseph K. Gotwals.
 Oil City, C. A. Babcock.
 Olyphant, M. W. Cummings.
 Philadelphia, Edward Brooks.
 Phoenixville, Harry F. Leister.
 Pittsburg, Samuel Andrews.
 Pittston, Robert Shiel.^a
 Plymouth, E. H. Scott.
 Pottstown, Wm. W. Rupert.
 Pottsville, B. F. Patterson.

^a Supervising principal.^b Principal.^c County superintendent.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

PENNSYLVANIA—Continued.

Punxsutawney, C. H. Donnell.
 Reading, Charles S. Foos.
 Renovo, Oden C. Gortner ^a
 Rochester, Rufus Darr. ^b
 St. Clair, Thomas G. Jones.
 St. Marys, J. J. Lynch. ^a
 Sayre, I. F. Stetler. ^a
 Scottdale, P. N. Osborne. ^b
 Scranton, Geo. W. Phillips.
 Sewickley, F. E. Fickinger.
 Shamokin, Jos. Howarth.
 Sharon, S. H. Hadley.
 Sharpsburg, C. C. Kelso ^a and E. B. McRoberts.
 Shenandoah, J. W. Cooper.
 South Bethlehem, Owen R. Wilt.
 Steelton, L. E. McGinnes.
 Sunbury, Ira Shipman.
 Tamaqua, Robert F. Ditchburn.
 Tarentum, A. D. Endsley. ^b
 Taylor, M. J. Lloyd.
 Titusville, Henry Pease.
 Towanda, H. G. Padget. ^a
 Tyrone, I. C. M. Ellenberger.
 Uniontown, H. F. Brooks.
 Warren, W. L. McGowan.
 Washington, W. D. Brightwell.
 Waynesboro, J. Hassler Reber.
 Westchester, Addison L. Jones.
 West Pittston, L. P. Bierly. ^b
 Wilkesbarre, James M. Coughlin.
 Wilkinsburg, James L. Allison.
 Williamsport, Charles Lose.
 Wilmerding, W. G. Gans. ^b
 York, Atreus Wanner.

RHODE ISLAND.

Bristol, John Post Reynolds.
 Burrillville, Leroy G. Staples. ^c
 Central Falls, Wendell A. Mowry.
 Coventry, William R. Potter.
 Cranston, Valentine Almy. ^d
 Cumberland, C. C. Richardson.
 East Providence, Allen P. Keith.
 Johnston, William H. Starr. ^e
 Lincoln, Frederick E. Bragdon.
 Newport, Herbert Warren Lull.
 North Kingstown, F. B. Cole. ^f
 Pawtucket, Maurice J. O'Brien.
 Providence, Walter H. Small.
 South Kingstown, B. E. Helme. ^g
 Warren, E. R. Cutler.
 Warwick, C. Edward Glover.
 Westerly, W. H. Holmes, jr.
 Woonsocket, Frank E. McFee.

SOUTH CAROLINA.

Abbeville, R. F. Gilliam.
 Anderson, Thomas C. Walton.

^aSupervising principal.
^bPrincipal.
^cPost-office, Pascoag.
^dPost-office, Auburn.

SOUTH CAROLINA—Continued.

Beaufort, Frank T. Harder.
 Charleston, Henry P. Archer.
 Chester, W. H. Hand.
 Columbia, E. S. Dreher.
 Florence, J. L. Mann.
 Georgetown, Ellison Capers, jr.
 Greenville, E. L. Hughes.
 Greenwood, Edward C. Coker.
 Laurens, B. L. Jones.
 Orangeburg, A. J. Thackston.
 Rock Hill, J. C. Cork.
 Spartanburg, Frank Evans.
 Sumter, S. H. Edmunds.

SOUTH DAKOTA.

Aberdeen, W. L. Cochrane.
 Lead, E. C. Grubbs.
 Mitchell, F. H. Hoff.
 Sioux Falls, Frank C. McClelland.
 Yankton, R. C. Shellenbarger.

TENNESSEE.

Bristol, Richard Henry Watkins.
 Chattanooga, Sidney G. Gilbreath.
 Clarksville, Alfred Livingston.
 Columbia, W. E. Bostick ^b and J. H. Kelly. ^b
 Jackson, J. R. McGee.
 Johnson City, J. E. Crouch.
 Knoxville, Albert Ruth.
 Memphis, George W. Gordon.
 Nashville, Z. H. Brown.

TEXAS.

Austin, A. N. McCallum.
 Beaumont, H. F. Triplett.
 Bonham, I. W. Evans.
 Brenham, Edward W. Tarrant.
 Brownsville, Thomas P. Barbour. ^b
 Brownwood, George H. Carpenter.
 Cleburne, V. M. Fulton.
 Corpus Christi, Charles W. Crossley.
 Corsicana, J. W. Cantwell.
 Dallas, J. L. Long.
 Denison, F. B. Hughes.
 Denton, J. S. Carlisle.
 El Paso, G. P. Putnam.
 Ennis, H. F. Triplett.
 Fort Worth, Alex. Hogg.
 Gainesville, E. F. Comegys.
 Galveston, John W. Hopkins.
 Gonzales, Thomas H. Lewis.
 Greenville, George A. Newton.
 Hillsboro, W. D. Butler.
 Houston, W. W. Barnett.
 Laredo, L. J. Christen.
 McKinney, T. W. Lanham.
 Marshall, W. H. Attebery.

^ePost-office, Thornton.
^fPost-office, Wickford.
^gPost-office, Kingston.

II.—LIST OF CITY SUPERINTENDENTS—Continued.

TEXAS—Continued.

Palestine, Wilbur F. Wilson.
 Paris, J. G. Wooten.
 San Antonio, L. E. Wolfe.
 Sherman, P. W. Horn.
 Taylor, W. M. Williams.
 Temple, James E. Binkley.
 Terrell, S. M. N. Marrs.
 Texarkana, W. Owens.
 Tyler, J. L. Henderson.
 Victoria, Felix E. Smith.
 Waco, J. C. Lattimore.
 Waxahachie, Walter Acker.
 Weatherford, H. G. Reed.

UTAH.

Logan, James A. Langton.
 Ogden, William Allison.
 Park City, Clarence A. Blocher.
 Provo, William S. Rawlings.
 Salt Lake City, D. H. Christensen.

VERMONT.

Barre, O. D. Mathewson.
 Bellows Falls, B. E. Merriam.
 Bennington, Albert W. Varney.
 Brattleboro, H. K. Whitaker,^a
 Burlington, Henry O. Wheeler.
 Montpelier, E. G. Ham.
 Rutland, Willard A. Frazier.
 St. Albans, Fred. W. Freeman.
 St. Johnsbury, Clarence H. Dempsey.

VIRGINIA.

Alexandria, Kosciusko Kemper.
 Bristol, E. H. Russell.
 Charlottesville, John S. Patton.
 Danville, Abner Anderson.
 Fredericksburg, Benjamin P. Willis.
 Lynchburg, E. C. Glass.
 Manchester, David L. Pulliam.
 Newport News, John Sheldon Jones.
 Norfolk, Richard A. Dobie.
 Petersburg, D. M. Brown.
 Portsmouth, John C. Ashton.
 Richmond, William F. Fox.
 Roanoke, Bushrod Rust.
 Staunton, Francis H. Smith, jr.
 Winchester, Maurice M. Lynch.

WASHINGTON.

Ballard, J. C. Dickson.
 Everett, George E. St. John.
 Fairhaven, W. J. Hughes.
 Olympia, W. W. Montgomery.
 Seattle, Frank B. Cooper.
 Spokane, J. A. Tormey.
 Tacoma, A. B. Warner.
 Vancouver, C. W. Shumway.
 Walla Walla, F. M. Burke.
 Whatcom, James McInnis.

^aPrincipal of high school.

WEST VIRGINIA.

Benwood, Charles E. Carrigan.^b
 Bluefield, C. A. Fulwider.
 Charleston, George S. Laidley.
 Clarksburg, F. L. Burdette.
 Fairmont, Joseph Rosier.
 Grafton, Hayward Fleming.
 Huntington, W. H. Cole.
 Martinsburg, C. H. Cole.
 Moundsville, W. M. Henderson.
 Parkersburg, U. S. Fleming.
 Wheeling, David E. Cloyd.

WISCONSIN.

Antigo, Myron E. Keats.
 Appleton, Carrie E. Morgan.
 Ashland, J. T. Hooper.
 Baraboo, G. W. Gehrand.
 Beaverdam, John C. Healy.
 Beloit, Franklin E. Converse.
 Berlin, C. H. Wright.
 Chippewa Falls, Silas B. Tobey.
 Depere:
 East Side, Andrew C. Mailer.
 West Side, J. V. Brennan.
 Eau Claire, Otis C. Gross.
 Fond du Lac, William Wilson.
 Grand Rapids, H. S. Yonker.
 Greenbay, A. W. Burton.
 Janesville, H. C. Buell.
 Kaukauna, A. M. Olson.
 Kenosha, Norman L. Baker.
 La Crosse, John P. Bird.
 Madison, R. B. Dudgeon.
 Manitowoc, Paul G. W. Keller.
 Marinette, G. H. Landgraf.
 Marshfield, J. B. Borden.
 Menasha, John Rosch.
 Menominee, L. D. Harvey.
 Merrill, W. H. Schulz.
 Milwaukee, C. G. Pearce.
 Monroe, G. W. Swartz.
 Neenah, J. N. Stone.
 Oconto, C. A. H. Fortier.
 Oshkosh, H. A. Simonds.
 Portage, A. C. Kellogg.
 Racine, George F. Bell.
 Rhinelander, F. A. Lowell.
 Sheboygan, H. F. Leverenz.
 Stevens Point, F. F. Showers.
 Superior, B. B. Jackson.
 Washburn, D. E. Cameron.
 Watertown, Charles F. Viebahn.
 Waukesha, H. L. Terry.^b
 Wausau, Karl Mathie.

WYOMING.

Cheyenne, H. E. Conard.
 Laramie, Frank W. Lee.
 Rock Springs, B. A. Dunbar.

^bPrincipal.

III.—COLLEGE PRESIDENTS.

1.—Colleges for men and coeducational colleges of liberal arts.

Name of president.	University or college.	Address.
A. P. Montague, LL. D.	Howard College	Eastlake, Ala.
Rev. S. M. Hosmer, D. D.	Southern University	Greensboro, Ala.
Rev. Benedict Menges, O. S. B.	St. Bernard College	St. Bernard, Ala.
Rev. William Tyrrell, S. J.	Spring Hill College	Springhill, Ala.
John W. Abercrombie, LL. D.	University of Alabama	University, Ala.
Kendrick C. Babcock, Ph. D.	University of Arizona	Tucson, Ariz.
J. H. Hineman, A. M., chairman	Arkadelphia Methodist College	Arkadelphia, Ark.
John W. Conger, LL. D.	Ouachita College	Do.
Eugene R. Long, Ph. D.	Arkansas College	Batesville, Ark.
Rev. E. H. Liles	Arkansas Cumberland College	Pasadena, Ark.
Rev. S. Anderson, A. B.	Hendrix College	Conway, Ark.
Henry S. Hartzog, LL. D.	University of Arkansas	Fayetteville, Ark.
Rev. J. M. Cox, D. D.	Philander Smith College	Little Rock, Ark.
B. I. Wheeler, LL. D.	University of California	Berkeley, Cal.
Rev. George A. Gates, LL. D.	Pomona College	Claremont, Cal.
Rev. G. W. Wadsworth, D. D.	Occidental College	Los Angeles, Cal.
Rev. J. S. Glass, C. M., D. D.	St. Vincent's College	Do.
William T. Randall, A. M., dean	University of Southern California	Do.
Rev. T. G. Brownson, D. D.	California College	Oakland, Cal.
Walter A. Edwards, LL. D.	Throop Polytechnic Institute	Pasadena, Cal.
Rev. John P. Frieden, S. J.	St. Ignatius College	San Francisco, Cal.
Rev. Eli McClish, D. D.	University of the Pacific	San Jose, Cal.
Rev. Robert E. Kenna, S. J.	Santa Clara College	Santa Clara, Cal.
D. S. Jordan, LL. D.	Leland Stanford Junior University	Stanford University, Cal.
James H. Baker, LL. D.	University of Colorado	Boulder, Colo.
Rev. W. F. Slocum, LL. D.	Colorado College	Colorado Springs, Colo.
Rev. A. J. Schuler, S. J.	College of the Sacred Heart	Denver, Colo.
Rev. Henry A. Buchtel, LL. D., chancellor.	University of Denver	University Park, Colo.
Flavel S. Luther, LL. D.	Trinity College	Hartford, Conn.
Rev. B. P. Raymond, LL. D.	Wesleyan University	Middletown, Conn.
Arthur T. Hadley, LL. D.	Yale University	New Haven, Conn.
Rev. W. C. Jason, A. M.	State College for Colored Students	Dover, Del.
Geo. A. Harter, Ph. D.	Delaware College	Newark, Del.
Rev. Dennis J. O'Connell, S. T. D., rector.	Catholic University of America	Washington, D. C.
Charles W. Needham, LL. D.	Columbian University	Do.
E. M. Gallaudet, LL. D.	Gallaudet College	Do.
Rev. Jerome Daugherty, S. J.	Georgetown University	Do.
Rev. Edward K. Fink, S. J.	Gonzaga College	Do.
Rev. John Gordon, D. D.	Howard University	Do.
Rev. Brother Germanus, F. S. C.	St. John's College	Do.
Lincoln Hulley, Ph. D.	John B. Stets in University	DeLand, Fla.
Thos. H. Taliaferro, Ph. D.	University of Florida	Lake City, Fla.
Rev. Charles H. Mohr, Ph. D.	St. Leo College	St. Leo, Fla.
A. A. Murphree, A. M.	Florida State College	Tallahassee, Fla.
Rev. Wm. F. Blackman, Ph. D.	Rollins College	Winterpark, Fla.
Walter B. Hill, LL. D., chancellor	University of Georgia	Athens, Ga.
Rev. George Sale, A. M.	Atlanta Baptist College	Atlanta, Ga.
Rev. Horace Bumstead, D. D.	Atlanta University	Do.
Rev. J. M. Henderson, D. D.	Morris Brown College	Do.
W. Claude Williams, A. B.	Bowdon College	Bowdon, Ga.
B. P. Gaillard, acting.	North Georgia Agricultural College	Dahlonega, Ga.
P. D. Pollock, LL. D.	Mercer University	Macon, Ga.
Rev. J. E. Dickey, D. D.	Emory College	Oxford, Ga.
W. H. Croghan, Litt. D.	Clark University	South Atlanta, Ga.
William F. Quillian, jr.	Nannie Lou Warthen Institute	Wrightsville, Ga.
Rev. Joseph A. Sharp, A. B.	Young Harris College	Young Harris, Ga.
James A. MacLean, Ph. D.	University of Idaho	Moscow, Idaho.
Rev. Harry B. Gough, A. B.	Hedding College	Abingdon, Ill.
Rev. E. M. Smith, D. D.	Illinois Wesleyan University	Bloomington, Ill.
Rev. M. J. Marsile, C. S. V.	St. Viator's College	Bourbonnais, Ill.
W. H. Bradley, Ph. D., dean	Blackburn College	Carlinville, Ill.
Rev. F. d. L. Sigmund, D. D.	Carchage College	Carthage, Ill.
Rev. Henry J. Dumbach, S. J.	St. Ignatius College	Chicago, Ill.
Rev. John Kruszynski, C. R.	St. Stanislaus College	Do.
Rev. Wm. R. Harper, LL. D.	University of Chicago	Do.
A. R. Taylor, Ph. D.	James Millikin University	Decatur, Ill.
W. E. Lugenbeel, Ph. D.	Austin College	Efingham, Ill.
Rev. Daniel Irion	Evangelical Proseminary	Elmhurst, Ill.
Robert E. Hieronymus, A. M.	Eureka College	Eureka, Ill.
Edmund J. James, LL. D.	Northwestern University	Evanston, Ill.
Rev. J. A. Leavitt, D. D.	Ewing College	Ewing, Ill.
Rev. Thomas M. Clelland, D. D.	Knox College	Galesburg, Ill.
Rev. Charles E. Nash, S. T. D.	Lombard College	Do.
Wilson T. Hogue, Ph. B.	Greenville College	Greenville, Ill.
Rev. Clifford W. Barnes, A. M.	Illinois College	Jacksonville, Ill.
Rev. Richard D. Harlan, LL. D.	Lake Forest College	Lake Forest, Ill.
M. H. Chamberlin, LL. D.	McKendree College	Lebanon, Ill.

III.—COLLEGE PRESIDENTS—Continued.

1.—Colleges for men and coeducational colleges of liberal arts—Continued.

Name of president.	University or college.	Address.
Rev. J. L. Goodknight, D. D.	Lincoln College	Lincoln, Ill.
Rev. Thos. H. McMichael, D. D.	Monmouth College	Monmouth, Ill.
Rev. H. J. Kiekhoefer, Ph. D.	Northwestern College	Naperville, Ill.
Rev. John Miller, O. S. B., rector	St. Bede College	Peru, Ill.
Rev. Anselm Mueller, O. S. F.	St. Francis Solanus College	Quincy, Ill.
Gustav A. Andreen, Ph. D.	Augustana College	Rock Island, Ill.
Rev. Samuel Macke, O. S. F., rector.	St. Joseph's College	Teutopolis, Ill.
Rev. Stanley A. McKay, D. D.	Shurtleff College	Upper Alton, Ill.
W. R. Shuey, A. M.	University of Illinois	Urbana, Ill.
Rev. C. A. Blanchard, D. D.	Westfield College	Westfield, Ill.
William L. Bryan, Ph. D.	Wheaton College	Wheaton, Ill.
Rev. Wm. P. Kane, LL. D.	Indiana University	Bloomington, Ind.
Rev. Martin Luecke	Wabash College	Crawfordsville, Ind.
Rev. William T. Stott, LL. D.	Concordia College	Fort Wayne, Ind.
Rev. E. H. Hughes, S. T. D.	Franklin College	Franklin, Ind.
D. W. Fisher, LL. D.	De Pauw University	Greencastle, Ind.
W. E. Garrison, Ph. D.	Hanover College	Hanover, Ind.
Rev. L. J. Aldrich, D. D.	Butler College	Irrington, Ind.
Rev. A. Morrissey, C. S. C.	Union Christian College	Merom, Ind.
Robert L. Kelly, Ph. M.	Moores Hill College	Moores Hill, Ind.
Rev. A. Schmitt, O. S. B.	University of Notre Dame	Notre Dame, Ind.
Rev. John H. Shilling, Ph. D., acting.	Earlham College	Richmond, Ind.
J. H. Scott, A. B.	St. Meinrad College	St. Meinrad, Ind.
Rev. A. Grant Evans	Taylor University	Upland, Ind.
Rev. S. B. McCormick, D. D.	Indian University	Bacone, Ind. T.
J. Frederick Hirsch, A. M.	Henry Kendall College	Muscogee, Ind. T.
O. Kraushaar	Co's College	Cedar Rapids, Iowa.
D. P. Smith	Charles City College	Charles City, Iowa.
Rev. C. K. Preus	Warburg College	Clinton, Iowa.
Rev. J. K. Richardson, S. T. D.	Amity College	College Springs, Iowa.
Hill M. Bell, A. M.	Luther College	Decorah, Iowa.
Rev. John P. Carroll, D. D.	Des Moines College	Des Moines, Iowa.
Rev. T. J. Bassett, D. D.	Drake University	Do.
Rev. Dan F. Bradley, D. D.	St. Joseph's College	Dubuque, Iowa.
Rev. F. W. Grossman, A. B.	Parsons College	Fairfield, Iowa.
Charles E. Shelton, LL. D.	Upper Iowa University	Fayette, Iowa.
Geo. E. MacLean, LL. D.	Iowa College	Grinnell, Iowa.
Ernest R. Dewsnup, A. M.	Lenox College	Hopkinton, Iowa.
Carlyle Sumnerbell, A. M.	Simpson College	Indianola, Iowa.
Rev. E. S. Havighorst, D. D.	State University of Iowa	Iowa City, Iowa.
Rev. John W. Hancher, S. T. D.	Graceland College	Lamoni, Iowa.
Rev. Wm. F. King, LL. D.	Palmer College	Legend, Iowa.
A. Rosenberger, A. B.	German College	Mount Pleasant, Iowa.
L. A. Garrison, A. B., vice-pres.	Iowa Wesleyan University	Do.
Rev. W. S. Lewis, D. D.	Cornell College	Mount Vernon, Iowa.
Rev. E. E. Reed, D. D.	Penn. College	Oskaloosa, Iowa.
George N. Ellis, A. M.	Central University of Iowa	Pella, Iowa.
Rev. L. Bookwalter, D. D.	Morningside College	Sioux City, Iowa.
Millard F. Troxell, D. D.	Buena Vista College	Storm Lake, Iowa.
Rev. I. Wolf, O. S. B., D. D.	Tabor College	Tabor, Iowa.
Rev. L. H. Murlin, D. D.	Western College	Toledo, Iowa.
Rev. J. C. Miller, D. D.	Midland College	Atchison, Kans.
Amos A. Davis, A. M.	St. Benedict's College	Do.
P. O. Bonebrake, A. M.	Baker University	Baldwin, Kans.
Rev. D. S. Stephens, D. D., chancellor	College of Emporia	Emporia, Kans.
Frank Strong, Ph. D.	Highland University	Highland, Kans.
T. W. Bellingham, Ph. D.	Campbell College	Holton, Kans.
J. D. S. Riggs, L. H. D.	Kansas City University	Kansas City, Kans.
Rev. James McCabe, S. J.	University of Kansas	Lawrence, Kans.
Thomas W. Roach, A. M.	Kansas Christian College	Lincoln, Kans.
Rev. F. M. Spencer, D. D.	Pathany College	Lindsborg, Kans.
Rev. Norman Plass, D. D.	Ottawa University	Ottawa, Kans.
Rev. N. J. Morrison, LL. D.	St. Mary's College	St. Marys, Kans.
Edmund Scanley, A. M.	Kansas Wesleyan University	Salina, Kans.
Rev. A. W. Meyer	Cooper Memorial College	Sterling, Kans.
George F. Cook, Ph. D.	Washburn College	Topeka, Kans.
Rev. J. P. Faulkner, A. M.	Fairmount College	Wichita, Kans.
Rev. Wm. G. Frost, Ph. D.	Friends University	Do.
Frederick W. Hinitz, Ph. D.	St. John's Lutheran College	Winfield, Kans.
J. J. Taylor, LL. D.	Southwest Kansas College	Do.
Rev. Geo. J. Burnett, A. M.	Union College	Barbourville, Ky.
A. C. Kuykendall, A. B.	Berea College	Berea, Ky.
Rev. Burris A. Jenkins, A. M., B. D.	Central University of Kentucky	Danville, Ky.
	Georgetown College	Georgetown, Ky.
	Liberty College	Glasgow, Ky.
	South Kentucky College	Hopkinsville, Ky.
	Kentucky University	Lexington, Ky.

III.—COLLEGE PRESIDENTS—Continued.

1.—Colleges for men and coeducational colleges of liberal arts—Continued.

Name of president.	University or college.	Address.
J. K. Patterson, LL. D.	State College of Kentucky	Lexington, Ky.
William H. Harrison, A. M.	Bethel College	Russellville, Ky.
Rev. Michael Jaglowicz, C. R.	St. Mary's College	St. Marys, Ky.
Rev. John L. Weber, Litt. D.	Kentucky Wesleyan College	Winchester, Ky.
Thomas D. Boyd, LL. D.	Louisiana State University	Baton Rouge, La.
Rev. M. Thouvenin, S. M.	Jefferson College	Convent, La.
Rev. Henry B. Carré, A. B., B. D.	Centenary College of Louisiana	Jackson, La.
Rev. Henry S. Maring, S. J.	College of the Immaculate Conception	New Orleans, La.
R. W. Perkins, Ph. D.	Leland University	Do.
Frederic H. Knight, Ph. D.	New Orleans University	Do.
Oscar Atwood, A. M.	Straight University	Do.
	Tulane University	Do.
Rev. Wm. D. Hyde, LL. D.	Bowdoin College	Brunswick, Me.
Rev. G. C. Chas., LL. D.	Bates College	Lewiston, Me.
George E. Fellows, LL. D.	University of Maine	Orono, Me.
Rev. Charles L. White, D. D.	Colby College	Waterville, Me.
Thomas Fell, LL. D.	St. John's College	Annapolis, Md.
Ira Remsen, LL. D.	Johns Hopkins University	Baltimore, Md.
Rev. John F. Quirk, S. J.	Loyola College	Do.
Rev. John O. Spencer, Ph. D.	Morgan College	Do.
James W. Cain, LL. D.	Washington College	Chestertown, Md.
R. W. Silvester	Maryland Agricultural College	Collegepark, Md.
Rev. Brother Abraham	Rock Hill College	Ellicott City, Md.
Rev. C. B. Schrantz, S. S.	St. Charles College	Do.
Rev. Wm. L. O'Hara, LL. D.	Mount St. Mary's College	Mount St. Marys, Md.
Rev. James Fraser, Ph. D.	New Windsor College	New Windsor, Md.
Rev. Thomas H. Lewis, D. D.	Western Maryland College	Westminster, Md.
Rev. George Harris, LL. D.	Amherst College	Amherst, Mass.
Rev. William Gannon, S. J.	Boston College	Boston, Mass.
Rev. W. E. Huntington, Ph. D.	Boston University	Do.
Charles W. Eliot, LL. D.	Harvard University	Cambridge, Mass.
Rev. Samuel H. Lee, A. M.	French-American College	Springfield, Mass.
Rev. Elmer H. Capen, LL. D.	Tufts College	Tufts College, Mass.
Rev. Henry Ho kins, D. D.	Williams College	Williamstown, Mass.
G. Stanley Hall, LL. D.	Clark University	Worcester, Mass.
Rev. Joseph F. Hanselman, S. J.	College of the Holy Cross	Do.
Rev. Thomas H. Lewis, D. D.	Adrian College	Adrian, Mich.
Samuel Dickie, LL. D.	Albion College	Albion, Mich.
Rev. August F. Bruske, D. D.	Alma College	Alma, Mich.
James B. Angell, LL. D.	University of Michigan	Ann Arbor, Mich.
Rev. Louis J. Kellinger, S. J.	Detroit College	Detroit, Mich.
Joseph W. Mauck, LL. D.	Hillsdale College	Hillsdale, Mich.
Gerrit J. Kollen, LL. D.	Hope College	Holland, Mich.
A. G. Slocum, LL. D.	Kalamazoo College	Kalamazoo, Mich.
	Olivet College	Olivet, Mich.
Rev. P. Engel, O. S. B., Ph. D.	St. John's University	Collegeville, Minn.
Georg Sverdrup	Augsburg Seminary	Minneapolis, Minn.
Cyrus Northrop, LL. D.	University of Minnesota	Do.
Rev. Wm. H. Salmon, A. M.	Carleton College	Northfield, Minn.
Rev. John N. Kildahl	St. Olaf College	Do.
Rev. Geo. H. Bridgman, LL. D.	Hamline University	St. Paul, Minn.
James Wallace, Ph. D.	Macalester College	Do.
Rev. M. Wahlstrom, Ph. D.	Gustavus Adolphus College	St. Peter, Minn.
Rev. E. W. Van Aken, A. M., B. D.	Parker College	Winnebago City, Minn.
Rev. Wm. T. Lowrey, D. D.	Mississippi College	Clinton, Miss.
Rev. Wm. W. Foster, jr., D. D.	Rust University	Holly Springs, Miss.
Rev. W. B. Murrain, LL. D.	Millsaps College	Jackson, Miss.
R. B. Fulton, LL. D., chancellor	University of Mississippi	University, Miss.
Ernest W. Dow, Ph. D.	Southwest Baptist College	Bolivar, Mo.
	Pike College	Bowling Green, Mo.
Rev. B. W. Baker, Ph. D.	Missouri Wesleyan College	Cameron, Mo.
Carl Johann, LL. D.	Christian University	Canton, Mo.
Rev. J. E. Dillard, A. B.	Clarksburg College	Clarksburg, Mo.
Richard H. Jesse, LL. D.	University of Missouri	Columbia, Mo.
Rev. James C. Morris, D. D.	Central College	Fayette, Mo.
John J. Rice, acting	Westminster College	Fulton, Mo.
Rev. C. C. Hemenway, Ph. D.	Pritchett College	Glasgow, Mo.
Jere T. Muir, LL. D.	Lagrange College	Lagrange, Mo.
Rev. J. P. Greene, LL. D.	William Jewell College	Liberty, Mo.
Rev. Wm. H. Black, D. D.	Missouri Valley College	Marshall, Mo.
W. W. Thomas	Morrisville College	Morrisville, Mo.
L. M. McAfee, LL. D.	Odessa College	Odessa, Mo.
Rev. Brother Justin	Park College	Parkville, Mo.
Rev. W. B. Rogers, S. J.	Christian Brothers College	St. Louis, Mo.
W. S. Chaplin, LL. D., chancellor	St. Louis University	Do.
Rev. Homer T. Fuller, Ph. D.	Washington University	Do.
Rev. J. A. Thompson, D. D.	Drury College	Springfield, Mo.
Rev. Geo. B. Adicks, D. D.	Tarkio College	Tarkio, Mo.
	Central Wesleyan College	Warrenton, Mo.

III.—COLLEGE PRESIDENTS—Continued.

1.—Colleges for men and coeducational colleges of liberal arts—Continued.

Name of president.	University or college.	Address.
Oscar J. Craig, Ph. D.	University of Montana	Missoula, Mont.
Rev. D. R. Kerr, Ph. D.	Bellevue College	Bellevue, Nebr.
W. P. Aylsworth, LL. D.	Cotner University	Bethany, Nebr.
C. C. Lewis	Union College	College View, Nebr.
Rev. David B. Perry, D. D.	Doane College	Crete, Nebr.
Rev. Geo. Suthe'land, D. D.	Grand Island College	Grand Island, Nebr.
Rev. E. Van Dyke Wight, A. M.	Hastings College	Hastings, Nebr.
Rev. E. B. Andrews, LL. D., chancellor.	University of Nebraska	Lincoln, Nebr.
Rev. M. P. Dowling, S. J.	Creighton University	Omaha, Nebr.
Rev. D. W. C. Huntington, LL. D., chancellor.	Nebraska Wesleyan University	University Place, Nebr.
Rev. Wm. E. Schell, D. D.	York College	York, Nebr.
Rev. J. E. Stubbs, LL. D.	State University of Nevada	Reno, Nev.
Rev. W. J. Tucker, LL. D.	Dartmouth College	Hanover, N. H.
Rev. Abbot H. Lary, O. S. B., D. D.	St. Anselm's College	Manchester, N. H.
Rev. J. W. Fox, S. J.	St. Peter's College	Jersey City, N. J.
Rev. G. Bien, O. S. B., director	St. Benedict's College	Newark, N. J.
Austin Scott, LL. D.	Rutgers College	New Brunswick, N. J.
Woodrow Wilson, LL. D.	Princeton University	Princeton, N. J.
Rev. John A. Stafford, S. T. L.	Seton Hall College	South Orange, N. J.
William G. Tight, Ph. D.	University of New Mexico	Albuquerque, N. Mex.
Rev. B. C. Davis, Ph. D.	Alfred University	Alfred, N. Y.
Rev. Joseph F. Butler, O. F. M.	St. Bonaventure's College	Allegany, N. Y.
Rev. Lawrence T. Cole, Ph. D.	St. Stephen's College	Annapondale, N. Y.
C. H. Levermore, Ph. D.	Adelphi College	Brooklyn, N. Y.
Henry S. Snow, LL. D.	Polytechnic Institute of Brooklyn	Do.
Brother Raphael, O. S. F.	St. Francis College	Do.
Rev. Patrick McHale, C. M.	St. John's College	Do.
Rev. Aloysius J. Pfeil, S. J.	Canisius College	Buffalo, N. Y.
Rev. Almon Gunnison, LL. D.	St. Lawrence University	Canton, N. Y.
Rev. M. W. Stryker, LL. D.	Hamilton College	Clinton, N. Y.
Rev. L. C. Stewardson, LL. D.	Hobart College	Geneva, N. Y.
Rev. Geo. E. Merrill, LL. D.	Colgate University	Hamilton, N. Y.
J. G. Schurman, LL. D.	Cornell University	Ithaca, N. Y.
Rev. D. W. Hearn, S. J.	College of St. Francis Xavier	New York, N. Y.
John H. Finley, LL. D.	College of the City of New York	Do.
Nicholas M. Butler, LL. D.	Columbia University	Do.
Rev. Brother Jerome, F. S. C.	Manhattan College	Do.
Rev. Geo. A. Pettit, S. J.	St. John's College	Do.
Rev. H. M. MacCracken, LL. D., chancellor.	New York University	Do.
Rev. W. F. Likly, C. M.	Niagara University	Niagara University, N. Y.
Rev. Rush Rhees, LL. D.	University of Rochester	Rochester, N. Y.
Rev. A. V. V. Raymond, LL. D.	Union College	Schenectady, N. Y.
Rev. J. R. Day, LL. D., chancellor.	Syracuse University	Syracuse, N. Y.
Rev. Leo Haid, D. D., O. S. B.	St. Mary's College	Belmont, N. C.
F. P. Venable, LL. D.	University of North Carolina	Chapelhill, N. C.
Rev. D. J. Sanders, D. D.	Biddle University	Charlottesville, N. C.
Henry L. Smith, Ph. D.	Davidson College	Davidson, N. C.
Rev. John C. Kilgo, D. D.	Trinity College	Durham, N. C.
Rev. W. W. Staley, D. D.	Elon College	Elon College, N. C.
L. Lyndon Hobbs, A. M.	Guilford College	Guilford College, N. C.
Rev. R. L. Fritz, A. M.	Lenoir College	Hickory, N. C.
Rev. George A. Snyder	Catawba College	Newton, N. C.
Chas. F. Meserve, LL. D.	Shaw University	Raleigh, N. C.
Rev. William H. Goler, D. D.	Livingstone College	Salisbury, N. C.
Rev. C. E. Taylor, D. D.	Wake Forest College	Wake Forest, N. C.
James M. Robeson	Weaverville College	Weaverville, N. C.
Rev. John H. Morley, LL. D.	Fargo College	Fargo, N. Dak.
W. Merrifield, A. M.	University of North Dakota	University, N. Dak.
Rev. E. P. Robertson, D. D.	Red River Valley University	Wahpeton, N. Dak.
Rev. A. B. Church, D. D.	Buchtel College	Akron, Ohio.
Rev. Albert B. Riker, D. D.	Mount Union College	Alliance, Ohio.
Alston Ellis, LL. D.	Ohio University	Athens, Ohio.
Rev. G. A. Reeder, DD., chancellor.	Baldwin University	Berea, Ohio.
Rev. C. Riemenschneider, Ph. D.	German Wallace College	Do.
Rev. David McKinney, D. D.	Cedarville College	Cedarville, Ohio.
Rev. Albert A. Dierckes, S. J.	St. Xavier College	Cincinnati, Ohio.
Chas. W. Dabney, LL. D.	University of Cincinnati	Do.
Rev. John I. Zahm, S. J.	St. Ignatius College	Cleveland, Ohio.
Rev. C. F. Thwing, LL. D.	Western Reserve University	Do.
Rev. L. H. Schuh, Ph. D.	Capital University	Columbus, Ohio.
Rev. W. O. Thompson, LL. D.	Ohio State University	Do.
P. W. McReynold	Defiance College	Defiance, Ohio.
Rev. C. I. Brown, A. M.	Ohio Wesleyan University	Delaware, Ohio.
Rev. Wm. F. Peirce, L. H. D.	Findlay College	Findlay, Ohio.
	Kenyon College	Gambier, Ohio.

III.—COLLEGE PRESIDENTS—Continued.

1.—Colleges for men and coeducational colleges of liberal arts—Continued.

Name of president.	University or college.	Address.
Rev. Emory W. Hunt, LL. D.	Denison University	Granville, Ohio.
J. A. Beattie, LL. D.	Hiram College	Hiram, Ohio.
Rev. C. H. Eckhardt	Lima College	Lima, Ohio.
Rev. Alfred T. Perry, D. D.	Marietta College	Marietta, Ohio.
Rev. N. B. Kelly, D. D.	Franklin College	New Athens, Ohio.
L. J. Graham, A. M.	Muskingum College	New Concord, Ohio.
Rev. Henry C. King, D. D.	Oberlin College	Oberlin, Ohio.
Rev. Guy P. Benton, D. D.	Miami University	Oxford, Ohio.
Rev. G. W. MacMillan, Ph. D.	Richmond College	Richmond, Ohio.
Rev. J. M. Davis, Ph. D.	Rio Grande College	Rio Grande, Ohio.
James H. Beal, Sc. D.	Scio College	Scio, Ohio.
Rev. Charles G. Heckert, D. D.	Wittenberg College	Springfield, Ohio.
Rev. Charles E. Miller, D. D.	Heidelberg University	Tiffin, Ohio.
George Scott, Litt. D.	Otterbein University	Westerville, Ohio.
Rev. Joshua H. Jones, D. D.	Wilberforce University	Wilberforce, Ohio.
Rev. Albert J. Brown, D. D.	Wilmington College	Wilmington, Ohio.
Rev. Louis E. Holden, LL. D.	University of Wooster	Wooster, Ohio.
Stephen F. Weston, Ph. D.	Antioch College	Yellow Springs, Ohio
D. R. Boyd, Ph. D.	University of Oklahoma	Norman, Okla.
Wallace H. Lee, LL. D.	Albany College	Albany, Oreg.
Rev. C. C. Poling, Ph. D.	Dallas College	Dallas, Oreg.
Prince L. Campbell, A. B.	University of Oregon	Eugene, Oreg.
Wm. N. Ferrin, LL. D.	Pacific University	Forest Grove, Oreg.
A. M. Brumback, A. M.	McMinnville College	McMinnville, Oreg.
Edwin McGrew, M. S.	Pacific College	Newberg, Oreg.
Rev. B. E. Emerick, A. M.	Philomath College	Philomath, Oreg.
Rev. John H. Coleman, D. D.	Willamette University	Salem, Oreg.
John A. Brashear, Sc. D., acting chancellor.	Western University of Pennsyl- vania.	Allegheny, Pa.
Rev. J. W. A. Haas, D. D.	Muhlenberg College	Allentown, Pa.
Rev. H. U. Roop, Ph. D.	Lebanon Valley College	Annyville, Pa.
Rev. Leander Schnerr, O. S. B.	St. Vincent College	Beatty, Pa.
Rev. Arthur Staples, A. M.	Beaver College	Beaver, Pa.
Rev. W. P. Johnston, D. D.	Geneva College	Beaverfalls, Pa.
Rev. Aug. Schultze, L. H. D.	Moravian College	Bethlehem, Pa.
Rev. G. E. Reed, LL. D.	Dickinson College	Carlisle, Pa.
Col. C. E. Hyatt, C. E.	Pennsylvania Military College	Chester, Pa.
Rev. Henry T. Spangler, D. D.	Ursinus College	Collegeville, Pa.
Rev. E. D. Warfield, LL. D.	Lafayette College	Easton, Pa.
Samuel G. Hefelbower, A. M.	Pennsylvania College	Gettysburg, Pa.
Rev. T. B. Roth, D. D.	Thiel College	Greenville, Pa.
Rev. I. C. Ketler, Ph. D.	Grove City College	Grove City, Pa.
Isaac Sharpless, LL. D.	Haverford College	Haverford, Pa.
I. H. Brumbaugh, A. M., acting	Juniata College	Huntingdon, Pa.
Rev. J. S. Stahr, Ph. D.	Franklin and Marshall College	Lancaster, Pa.
John H. Harris, LL. D.	Bucknell University	Lewisburg, Pa.
Rev. Isaac N. Randall, D. D.	Lincoln University	Lincoln University, Pa.
Rev. Wm. H. Crawford, D. D.	Allegheny College	Meadville, Pa.
Rev. James D. Woodring, D. D.	Albright College	Myerstown, Pa.
Rev. R. G. Ferguson, D. D.	Westminster College	New Wilmington, Pa.
Rev. R. E. Thompson, S. T. D.	Central High School	Philadelphia, Pa.
Brother Wolfred	La Salle College	Do.
C. C. Harrison, LL. D., provost.	University of Pennsylvania	Do.
Rev. M. A. Hehr, C. S. Sp.	Holy Ghost College	Pittsburg, Pa.
Rev. George W. Enders, D. D.	Susquehanna University	Selinsgrove, Pa.
Thomas M. Drown, LL. D.	Lehigh University	South Bethlehem, Pa.
G. W. Atherton, LL. D.	Pennsylvania State College	State College, Pa.
Joseph Swain, LL. D.	Swarthmore College	Swarthmore, Pa.
Rev. L. A. Delurey, O. S. A.	Villanova College	Villanova, Pa.
C. F. Ball, A. M.	Volant College	Volant, Pa.
Rev. J. D. Moffat, LL. D.	Washington and Jefferson College	Washington, Pa.
A. E. Turner, A. M.	Waynesburg College	Waynesburg, Pa.
Rev. W. H. P. Faunce, LL. D.	Brown University	Providence, R. I.
Harrison Randolph, LL. D.	College of Charleston	Charleston, S. C.
A. E. Spencer, A. M.	Presbyterian College of South Caro- lina.	Clinton, S. C.
Rev. D. H. Johnson, D. D.	Allen University	Columbia, S. C.
Benjamin Sloan, LL. D.	South Carolina College	Do.
Rev. Francis Y. Pressly, D. D.	Erskine College	Duewest, S. C.
Rev. Edward M. Poteat, D. D.	Furman University	Greenville, S. C.
Geo. B. Cromer, LL. D.	Newberry College	Newberry, S. C.
Rev. L. M. Dunton, D. D.	Clafin University	Orangeburg, S. C.
Henry N. Snyder, A. M.	Wofford College	Spartanburg, S. C.
Rev. C. H. French, D. D.	Huron College	Huron, S. Dak.
Rev. Thomas Nicholson, D. D.	Dakota University	Mitchell, S. Dak.
Rev. I. P. Patch	Redfield College	Redfield, S. Dak.
Garrett Droppers, A. B.	University of South Dakota	Vermilion, S. Dak.
Rev. H. K. Warren, LL. D.	Yankton College	Yankton, S. Dak.
Rev. J. H. Race, D. D.	Grant University	Athens, Tenn.

III.—COLLEGE PRESIDENTS—Continued.

1.—Colleges for men and coeducational colleges of liberal arts—Continued.

Name of president.	University or college.	Address.
Rev. George D. Booth	King College	Bristol, Tenn.
G. F. Nicolassen, Ph. D., vice-chancellor	Southwestern Presbyterian University	Clarksville, Tenn.
Rev. J. E. Lowery, A. M.	Hiwassee College	Hiwassee College, Tenn.
G. M. Savage, LL. D.	Southwestern Baptist University	Jackson, Tenn.
M. D. Jeffries	Carson and Newman College	Jefferson City, Tenn.
Rev. R. W. McGranahan, D. D.	Knoxville College	Knoxville, Tenn.
D. E. Mitchell, A. B.	University of Tennessee	Do.
J. B. Reed	Cumberland University	Lebanon, Tenn.
Rev. Samuel T. Wilson, D. D.	Bethel College	McKenzie, Tenn.
Brother Icarion	Maryville College	Maryville, Tenn.
H. R. Garrett, A. M.	Christian Brothers College	Memphis, Tenn.
Rev. James G. Merrill, D. D.	Milligan College	Milligan, Tenn.
Rev. Peter B. Guernsey, A. M.	Fisk University	Nashville, Tenn.
James D. Porter, LL. D.	Roger Williams University	Do.
James H. Kirkland, LL. D., chancellor	University of Nashville	Do.
Rev. Jay B. Hamilton, D. D.	Vanderbilt University	Do.
B. Lawton Wiggins, LL. D., vice-chancellor	Walden University	Do.
W. N. Billingsley, A. M.	University of the South	Sewanee, Tenn.
O. C. Hulvey, A. M.	Burritt College	Spencer, Tenn.
Rev. S. A. Coile, D. D.	Sweetwater College	Sweetwater, Tenn.
Rev. James T. Cooter, A. M.	Greenville and Tusculum College	Tusculum, Tenn.
Rev. John T. Boland, C. S. C.	Washington College	Washington College, Tenn.
Wm. L. Prather, LL. D.	St. Edward's College	Austin, Tex.
J. H. Grove, A. M.	University of Texas	Do.
Rev. George H. Mac Adam, D. D.	Howard Payne College	Brownwood, Tex.
Rev. H. A. Boaz, A. M.	Fort Worth University	Fort Worth, Tex.
Rev. D. Murphy, S. J.	Polytechnic College	Do.
Robert S. Hyer, LL. D., regent	St. Mary's University	Galveston, Tex.
W. I. Gibson, A. M.	Southwestern University	Georgetown, Tex.
Rev. M. W. Dogan, Ph. D.	Burleson College	Greenville, Tex.
Ely V. Zollars, LL. D.	Wiley University	Marshall, Tex.
Rev. Thomas S. Clyce, D. D.	Texas Christian University	North Waco, Tex.
Samuel P. Brooks, LL. D.	Austin College	Sherman, Tex.
Rev. I. M. Burgan, D. D.	Baylor University	Waco, Tex.
L. C. Kirkes	Paul Quinn College	Do.
James H. Linford, B. S.	Trinity University	Waxahachie, Tex.
Joseph T. Kingsbury, Ph. D.	Brigham Young College	Logan, Utah.
Rev. George Bailey, Ph. D.	University of Utah	Salt Lake City, Utah.
Rev. M. H. Buckham, LL. D.	Westminster College	Do.
Ezra Brainerd, LL. D.	University of Vermont	Burlington, Vt.
Rev. Allan D. Brown, LL. D.	Middlebury College	Middlebury, Vt.
Robert E. Blackwell, A. M.	Norwich University	Northfield, Vt.
W. B. Yount	Randolph-Macon College	Ashland, Va.
E. A. Alderman, LL. D.	Bridgewater College	Bridgewater, Va.
Rev. R. G. Waterhouse, D. D.	University of Virginia	Charlottesville, Va.
Rev. J. W. Rosebro, D. D.	Emory and Henry College	Emory, Va.
George H. Denny, Ph. D.	Fredericksburg College	Fredericksburg, Va.
F. W. Boatwright, LL. D.	Hampden-Sidney College	Hampden-Sidney, Va.
M. MacVicar, LL. D.	Washington and Lee University	Lexington, Va.
Rev. John A. Morehead, D. D.	Richmond College	Richmond, Va.
L. G. Tyler, LL. D.	Virginia Union University	Do.
A. C. Jones, Ph. D.	Roanoke College	Salem, Va.
Thomas F. Kane, Ph. D.	College of William and Mary	Williamsburg, Va.
Rev. R. J. Crimont, S. J.	Vashon College	Burton, Wash.
Edwin M. Randall	University of Washington	Seattle, Wash.
F. B. Gault, Ph. D.	Gonzaga College	Spokane, Wash.
Rev. S. B. L. Penrose, A. B.	University of Puget Sound	Tacoma, Wash.
D. W. Shaw, A. M.	Whitworth College	Do.
T. E. Cramblet	Whitman College	Walla Walla, Wash.
D. B. Purinton, LL. D.	Morris Harvey College	Barboursville, W. Va.
Rev. S. Plantz, Ph. D.	Bethany College	Bethany, W. Va.
Rev. Edward D. Eaton, LL. D.	West Virginia University	Morgantown, W. Va.
Rev. H. A. Muhlmeier, D. D.	Lawrence University	Appleton, Wis.
Charles R. Van Hise, Ph. D.	Beloit College	Beloit, Wis.
Rev. Wm. C. Daland, D. D.	Mission House	Franklin, Wis.
Rev. M. J. F. Albrecht	University of Wisconsin	Madison, Wis.
Rev. Alexander J. Burrowes, S. J.	Milton College	Milton, Wis.
Rev. Richard C. Hughes, D. D.	Concordia College	Milwaukee, Wis.
Rev. A. F. Ernst	Marquette College	Do.
Rev. Charles W. Lewis, D. D.	Ripon College	Ripon, Wis.
	Northwestern University	Watertown, Wis.
	University of Wyoming	Laramie, Wyo.

III.—COLLEGE PRESIDENTS—Continued.

2.—Colleges for women.

Name of president.	College.	Address.
C. J. Owens, LL. D.	Anniston College	Anniston, Ala.
Rev. Edgar M. Glenn, D. D.	Athens Female College	Athens, Ala.
Miss Mary Lyon	Union Female College	Eufaula, Ala.
Rev. Robert G. Patrick, D. D.	Judson College	Marion, Ala.
Jas. D. Wade, A. M.	Marion Female Seminary	Do.
Rev. T. Peyton Walton	Alabama Synodical College for Women.	Talladega, Ala.
Rev. B. F. Giles, A. M.	Central Female College	Tuscaloosa, Ala.
R. J. Holston, A. M.	Tuscaloosa Female College	Do.
John Massey, LL. D.	Alabama Conference Female College.	Tuskegee, Ala.
W. W. Rivers, A. M.	Central Baptist College	Conway, Ark.
Mrs. C. T. Mills	Mills College	Mills College, Cal.
Sister Mary Bernardine	College of Notre Dame	San Jose, Cal.
Sister Georgiana	Trinity College	Washington, D. C.
Miss M. Rutherford	Lucy Cobb Institute	Athens, Ga.
Chas. C. Cox, Ph. D.	Southern Female College	College Park, Ga.
Rev. Homer Bush, A. M.	Andrew Female College	Cuthbert, Ga.
Rev. Thomas L. Bryan	Dalton Female College	Dalton, Ga.
C. H. S. Jackson, A. M.	Monroe Female College	Forsyth, Ga.
A. W. Van Hoose; H. J. Pearce	Brenau College	Gainesville, Ga.
Rufus W. Smith, A. M.	Lagrange Female College	Lagrange, Ga.
M. W. Hatton, A. M.	Southern Female College	Do.
Du Pont Guerry	Wesleyan Female College	Macon, Ga.
T. J. Simmons, A. M.	Shorter College	Rome, Ga.
Rev. Joseph R. Harker, Ph. D.	Illinois Woman's College	Jacksonville, Ill.
Rev. C. W. Leffingwell, D. D., rector.	St. Mary's School	Knoxville, Ill.
Julia H. Gulliver, Ph. D.	Rockford College	Rockford, Ill.
Rev. F. R. Millsbaugh, D. D.	College of the Sisters of Bethany	Topeka, Kans.
Rev. Benj. F. Cabell	Potter College	Bowling Green, Ky.
John C. Acheson, A. M.	Caldwell College	Danville, Ky.
Th. Smith, A. M.	Beaumont College	Harrodsburg, Ky.
Rev. Edmund Harrison, A. M.	Bethel Female College	Hopkinsville, Ky.
Mrs. L. W. St. Clair	Hamilton Female College	Lexington, Ky.
Geo. J. Ramsey, LL. D.	Sayre Female Institute	Do.
Rev. C. C. Fisher, A. M.	Millersburg Female College	Millersburg, Ky.
Mrs. J. B. Skinner	Jessamine Female Institute	Nicholasville, Ky.
J. Byron La Rue	Owensboro Female College	Owensboro, Ky.
B. E. Atkins, A. M.	Logan Female College	Russellville, Ky.
B. J. Pinkerton	Stanford Female College	Stanford, Ky.
Rev. F. W. Lewis, A. B.	Silliman Collegiate Institute	Clinton, La.
G. W. Thigpen, A. M.	Louisiana Female College	Kenatche, La.
T. S. Sligh, A. M.	Mansfield Female College	Munfield, La.
Brandt V. B. Dixon, LL. D.	H. Sophie Newcomb Memorial College.	New Orleans, La.
Rev. Wilbur F. Berry	Maine Wesleyan Seminary and Female College.	Kents Hill, Me.
O. H. Perry, A. B.	Westbrook Seminary	Woodfords, Me.
Mary Theophila	Notre Dame of Maryland	Baltimore, Md.
Rev. John F. Goucher, LL. D.	Woman's College of Baltimore	Do.
J. H. Apple, A. M.	Woman's College	Frederick, Md.
	Kee Mar College	Hagerstown, Md.
Rev. J. H. Turner, D. D.	Maryland College for Young Ladies	Lutherville, Md.
C. C. Bragdon, LL. D.	Lasell Seminary for Young Women	Auburndale, Mass.
Miss Agnes Irwin, dean	Radcliffe College	Cambridge, Mass.
Rev. L. Clark Seelye, LL. D.	Smith College	Northampton, Mass.
Mary E. Woolley, Litt. D.	Mount Holyoke College	South Hadley, Mass.
Miss Caroline Hazard, Litt. D.	Wellesley College	Wellesley, Mass.
B. G. Lowrey, A. M.	Blue Mountain Female College	Blue Mountain, Miss.
Rev. I. W. Cooper, D. D.	Whitworth Female College	Brookhaven, Miss.
Rev. John L. Johnson, LL. D.	Hillman College	Clinton, Miss.
Hon. A. A. Kincannon	Industrial Institute and College	Columbus, Miss.
J. A. Sanderson, principal	Central Mississippi Institute	French Camp, Miss.
L. T. Fitzhugh, A. M.	Belhaven College for Young Ladies	Jackson, Miss.
J. L. Logan	McComb Female Institute	McComb, Miss.
J. W. Beeson, A. M.	Meridian Female College	Meridian, Miss.
Hon. James R. Preston, A. M.	Stanton College for Young Ladies	Natchez, Miss.
Rev. J. W. Malone, D. D.	Woman's College	Oxford, Miss.
Mrs. Thida D. Moore	Chickasaw Female College	Pontotoc, Miss.
Rev. L. S. Jones, A. M.	Port Gibson Female College	Port Gibson, Miss.
Mrs. W. T. Moore	Christian College	Columbia, Mo.
Rev. S. F. Taylor, D. D.	Stephens College	Do.
Rev. Hiram D. Groves	Howard Payne College	Fayette, Mo.
Rev. J. M. Spencer	Synodical Female College	Fulton, Mo.
Edward W. White, A. M.	Lexington College for Young Women.	Lexington, Mo.
Alfred F. Smith	Central Female College	Do.
C. M. Williams, A. M.	Liberty Ladies College	Liberty, Mo.

III.—COLLEGE PRESIDENTS—Continued.

2.—Colleges for women—Continued.

Name of president.	College.	Address.
J. W. Million, A. M	Hardin College	Mexico, Mo.
Mrs. V. A. C. Stockard	Cotter College for Young Ladies	Nevada, Mo.
Rev. George F. Ayres, Ph. D	Lindenwood College for Women	St. Charles, Mo.
Rev. George M. Ward, LL. D	Wells College	Aurora, N. Y.
Truman J. Backus, LL. D	Packer Collegiate Institute	Brooklyn, N. Y.
Rev. A. C. Mackenzie, D. D	Elmira College	Elmira, N. Y.
Laura D. Gill, A. M., dean	Barnard College	New York, N. Y.
Rev. J. M. Taylor, LL. D	Vassar College	Poughkeepsie, N. Y.
Rev. C. B. King, A. M	Elizabeth College	Charlotte, N. C.
S. A. Wolff, A. M	Gaston College	Dallas, N. C.
Mrs. Lucy H. Robertson	Greensboro Female College	Greensboro, N. C.
A. J. Bolin, A. M	Claremont Female College	Hickory, N. C.
M. S. Davis, A. M	Louisburg Female College	Louisburg, N. C.
John C. Scarborough, A. B	Chowan Baptist Female Institute	Murfreesboro, N. C.
F. P. Hobgood, A. M	Oxford Female Seminary	Oxford, N. C.
Rev. R. T. Vann, D. D	Baptist Female University	Raleigh, N. C.
Rev. John H. Clewell, Ph. D	Salem Female Academy and College	Salem, N. C.
Rev. John H. Thomas, D. D	Oxford College	Oxford, Ohio.
Leila S. McKee, Ph. D	Western College	Do.
Miss Mary Evans, Litt. D	Lake Erie College	Painesville, Ohio.
Rev. J. W. Knappenberger, A. M	Allentown College for Women	Allentown, Pa.
Rev. J. Max Hark, D. D	Moravian Seminary and College for Women	Bethlehem, Pa.
Rev. S. B. Linhart, A. M	Blairsville College	Blairsville, Pa.
Miss M. Carey Thomas, LL. D	Bryn Mawr College	Bryn Mawr, Pa.
M. H. Reaser, Ph. D	Wilson College	Chambersburg, Pa.
E. E. Campbell, Ph. D	Irving Female College	Mechanicsburg, Pa.
Rev. Samuel A. Martin, D. D	Pennsylvania College for Women	Pittsburg, Pa.
Rev. W. W. Daniel, D. D	Columbia Female College	Columbia, S. C.
Miss Euphemia McClintock, A. B	Presbyterian College for Women	Do.
Rev. James Boyce	Due West Female College	Due west, S. C.
Lee D. Lodge, Ph. D	Limestone College	Gaffney, S. C.
A. S. Townes	Greenville College for Women	Greenville, S. C.
Edward C. James, Litt. D	Greenville Female College	Do.
Robert P. Pell, A. B	Converse College	Spartanburg, S. C.
Rev. B. G. Clifford, Ph. D	Clifford Seminary	Union, S. C.
Rev. R. G. Waterhouse, D. D	Williamston Female College	Williamston, S. C.
W. L. Abbott	Sullins College	Bristol, Tenn.
T. E. Allen and J. H. Chiles	Brownsville Female College	Brownsville, Tenn.
Z. K. Griffin, B. S	Tennessee Female College	Franklin, Tenn.
Rev. A. B. Jones, LL. D	Howard Female College	Gallatin, Tenn.
Miss V. O. Wardlaw, A. M	Memphis Conference Female Institute	Jackson, Tenn.
C. A. Folk, A. B	Soule Female College	Murfreesboro, Tenn.
J. D. Blanton, LL. D	Boscobel College	Nashville, Tenn.
Rev. B. F. Haynes, D. D	Ward Seminary	Do.
Rev. C. T. Carlton, A. B	Martin Female College	Pulaski, Tenn.
W. A. Wilson, D. D	Synodical Female College	Rogersville, Tenn.
James E. Willis	Carlton College	Bonham, Tex.
Rev. J. E. Harrison, A. B	Baylor Female College	Belton, Tex.
A. Q. Nash, C. E	Chappell Hill Female College	Chapelhill, Tex.
Rev. W. M. Dyer, A. M	San Antonio Female College	San Antonio, Tex.
Miss Kate M. Hunt, A. B	Mary Nash College	Sherman, Tex.
J. T. Henderson, A. M	Martha Washington College	Aberdon, Va.
Rev. H. W. Tribble, D. D	Stonewall Jackson Institute	Do.
R. E. Hatton, Ph. D	Southwest Virginia Institute	Bristol, Va.
Miss Matty L. Cocke	Rawlings Institute	Charlottesville, Va
Rev. A. B. Warwick	Roanoke Female College	Danville, Va.
W. W. Smith, LL. D	Hollins Institute	Hollins, Va.
Rev. J. J. Scherer, D. D	Valley Female College	Luray, Va.
Arthur K. Davis, A. M	Randolph-Macon Woman's College	Lynchburg, Va.
Rev. James Nelson, D. D	Marion Female College	Marion, Va.
Rev. R. L. Telford, D. D	Southern Female College	Petersburg, Va.
Miss Ellen C. Sabin, A. M	Woman's College	Richmond, Va.
	Lewisburg Female Institute	Lewisburg, W. Va.
	Milwaukee-Downer College	Milwaukee, Wis.

3.—Schools of technology.

Charles C. Thach, A. M	Alabama Polytechnic Institute	Auburn, Ala.
Barton O. Aylesworth, LL. D	Colorado Agricultural College	Fort Collins, Colo.
Victor C. Alderson, Sc. D	State School of Mines	Golden, Colo.
Rev. R. W. Stimson, A. M	Connecticut Agricultural College	Storrs, Conn.
Lyman Hall, LL. D	State School of Technology	Atlanta, Ga.
Rev. Frank W. Gunsaulus, D. D	Armour Institute of Technology	Chicago, Ill.
W. E. Stone, Ph. D	Purdue University	Lafayette, Ind.
Carl L. Mees, Ph. D	Rose Polytechnic Institute	Terre Haute, Ind.

III.—COLLEGE PRESIDENTS—Continued.

3.—Schools of technology—Continued.

Name of president.	College.	Address.
Rev. Albert B. Storms, D. D.	Iowa College of Agriculture and Mechanic Arts.	Ames, Iowa.
Ernest R. Nichols, A. M.	Kansas Agricultural College	Manhattan, Kans.
Capt. W. H. Brownson, U. S. N., superintendent.	United States Naval Academy	Annapolis, Md.
H. H. Goodell, LL. D.	Massachusetts Agricultural College	Amherst, Mass.
H. S. Pritchett, LL. D.	Massachusetts Institute of Technology.	Boston, Mass.
Edmund A. Engler, LL. D.	Worcester Polytechnic Institute. ..	Worcester, Mass.
J. L. Snyder, Ph. D.	Michigan Agricultural College.....	Agricultural College, Mich.
F. W. McNair, B. S.	Michigan College of Mines.....	Houghton, Mich.
J. C. Hardy, A. M.	Mississippi Agricultural and Mechanical College.	Agricultural College, Miss.
W. H. Lanier, A. B.	Alcorn Agricultural and Mechanical College.	Westside, Miss.
Rev. James Reid, A. B.	Montana College of Agriculture and Mechanic Arts.	Bozeman, Mont.
Nathan R. Leonard, A. M.	Montana State School of Mines.....	Butte, Mont.
W. D. Gibbs, M. S.	New Hampshire College of Agriculture and Mechanic Arts.	Durham, N. H.
Alexander C. Humphreys, Sc. D.	Stevens Institute of Technology ..	Hoboken, N. J.
Luther Foster, M. S. A.	New Mexico College of Agriculture and Mechanic Arts.	Mesilla Park, N. Mex.
Charles R. Keyes, Ph. D., director	New Mexico School of Mines.	Socorro, N. Mex.
W. S. Aldrich, M. E., director	Clarkson School of Technology	Potsdam, N. Y.
Palmer C. Ricketts, C. E.	Rensselaer Polytechnic Institute ..	Troy, N. Y.
Gen. A. L. Mills, U. S. A., supt.	United States Military Academy	West Point, N. Y.
James B. Dudley, A. M.	Agricultural and Mechanical College for the Colored Race.	Greensboro, N. C.
George T. Winston, LL. D.	North Carolina College of Agriculture and Mechanic Arts.	West Raleigh, N. C.
J. H. Worst, LL. D.	North Dakota Agricultural College.	Agricultural College, N. Dak.
Charles S. Howe, Ph. D.	Case School of Applied Science.....	Cleveland, Ohio.
Angelo C. Scott, A. M.	Oklahoma Agricultural and Mechanical College.	Stillwater, Okla.
Thomas M. Gatch, Ph. D.	Oregon Agricultural College	Corvallis, Oreg.
K. L. Butterfield, A. M.	Rhode Island College of Agriculture and Mechanic Arts.	Kingston, R. I.
Asbury Coward, LL. D., supt.	South Carolina Military Academy ..	Charleston, S. C.
P. H. Mell, Ph. D.	Clemson Agricultural College	Clemson College, S. C.
Rev. James Chalmers, LL. D.	South Dakota Agricultural College.	Brookings, S. Dak.
Robert L. Slagle, Ph. D.	State School of Mines	Rapid City, S. Dak.
David F. Houston, LL. D.	Agricultural and Mechanical College of Texas.	College Station, Tex.
W. J. Kerr, Sc. D.	Agricultural College of Utah	Logan, Utah.
J. M. McBryde, LL. D.	Virginia Agricultural and Mechanical College and Polytechnic Institute.	Blacksburg, Va.
Scott Shipp, LL. D., supt.	Virginia Military Institute	Lexington, Va.
E. A. Bryan, LL. D.	Washington Agricultural College and School of Science.	Pullman, Wash.

IV.—PRINCIPALS OF NORMAL SCHOOLS.

Public normal schools.

Location.	Name of institution.	Principal.
ALABAMA.		
Florence	State Normal College.....	Marshall C. Wilson
Jacksonville	do	C. W. Daugette
Livingston	Alabama Normal College for Girls.	Miss Julia S. Tutwiler.
Montgomery	State Normal School for Colored Students.	Wm. B. Paterson.
Normal	Agricultural and Mechanical College for Negroes.	W. H. Councill.
Troy	State Normal College.....	E. M. Shackelford.
ARIZONA.		
Flagstaff	Northern Arizona Normal School..	A. N. Taylor.
Tempe	Tempe Normal School of Arizona..	A. J. Matthews.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
ARKANSAS.		
Mount Ida	Mount Ida Normal Academy	John H. Pierce.
Pine Bluff	Branch Normal College	Isaac Fisher.
CALIFORNIA.		
Chico	California State Normal School	Chas. C. Van Liew.
Los Angeles	State Normal School	Edward T. Pierce.
San Diego	do	Samuel T. Black.
San Francisco	do	Frederick Burk.
San Jose	do	Morris Elmer Dailey.
COLORADO.		
Greeley	Colorado State Normal School	Z. X. Snyder.
CONNECTICUT.		
Bridgeport	Bridgeport Training School	Besse E. Howes.
New Britain	Normal Training School	Marcus White.
New Haven	State Normal Training School	Arthur B. Morrill.
Willimantic	do	George P. Phenix.
DISTRICT OF COLUMBIA.		
Washington	Washington Normal School No. 1	Anne M. Goding.
Do	Washington Normal School No. 2	Lucy E. Moten.
FLORIDA.		
De Funiak Springs	Florida State Normal School	H. E. Bennett.
Tallahassee	Florida State Normal and Industrial College.	Nathan B. Young.
GEORGIA.		
Athens	State Normal School	E. C. Branson.
College	Georgia State Industrial College	R. R. Wright.
Douglas	Southern Normal Institute	J. Walter Hendricks.
Milledgeville	Georgia Normal and Industrial College.	J. Harris Chappell.
IDAHO		
Albion	State Normal School	Horace Ellis.
Lewiston	do	Geo. E. Knepper.
ILLINOIS.		
Carbondale	Southern Illinois State Normal University.	D. B. Parkinson.
Charleston	Eastern Illinois State Normal School.	L. C. Lord.
Chicago, Station O	Chicago Normal School	Arnold Tompkins.
Dekalb	Northern Illinois State Normal School.	John W. Cook.
Normal	Illinois State Normal University	David Felmley.
INDIANA.		
Indianapolis	Indianapolis Normal School	M. E. Nicholson.
Terre Haute	Indiana State Normal School	William W. Parsons.
IOWA.		
Cedarfalls	Iowa State Normal School	Homer H. Seerley.
Woodbine	Woodbine Normal and Commercial School.	M. A. Reed.
KANSAS.		
Emporia	State Normal School	Jasper N. Wilkinson.
Hays	Western Branch State Normal School.	William S. Picken.
KENTUCKY.		
Frankfort	State Normal and Industrial Institute for Colored Persons.	James S. Hathaway.
Louisville	Louisville Normal School	W. J. McConathy.
LOUISIANA.		
Natchitoches	Louisiana State Normal School	B. C. Caldwell.
New Orleans	New Orleans Normal School	Miss Margaret C. Hanson.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
MAINE.		
Castine	Eastern State Normal School	Albert F. Richardson.
Farmington	Farmington State Normal School	George C. Parington.
Fort Kent	Madawaska Training School	Mary P. Nowland.
Gorham	State Normal School	W. J. Corthell.
Springfield	Springfield Normal School	Miss Ava H. Chad- bour, e.
MARYLAND.		
Baltimore	Maryland State Normal School	E. B. Prettyman.
MASSACHUSETTS.		
Boston	Boston Normal School	Wallace C. Boyden.
Do	Massachusetts Normal Art School	George H. Bartlett.
Bridgewater	State Normal School	Albert G. Boyden.
Fitchburg	do	John G. Thompson.
Frammingham	do	Henry Whittemore.
Hyannis	do	Wm. A. Baldwin.
Lowell	Training School for Teachers	Gertrude Edmund.
North Adams	State Normal School	F. F. Murdock.
Salem	Training School for Teachers	W. P. Beckwith.
Westfield	do	Clarence A. Brodcur.
Worcester	do	E. Harlow Russell.
MICHIGAN.		
Detroit	Washington Normal School	Chas. L. Spain.
Marquette	State Normal School	Dwight B. Wallo.
Mount Pleasant	Central State Normal School	Chas. T. Grawn.
Ypsilanti	Michigan State Normal School	Lewis H. Jones.
MINNESOTA.		
Duluth	State Normal School	E. W. Bohannon.
Mankato	do	Chas. H. Cooper.
Moorhead	do	Frank A. Weld.
St. Cloud	do	W. A. Shoemaker.
St. Paul	Teachers' Training School	Miss B. M. Phelan.
Winona	State Normal School	J. F. Millspangh.
MISSISSIPPI.		
Abbeville	Abbeville Normal School	R. Harmon.
Blue Springs	Blue Springs Normal College	E. W. Cochran.
Sherman	Mississippi Normal Institute	D. C. Langston.
Walnut Grove	Mississippi Central Normal School	John Rundle.
MISSOURI.		
Cape Girardeau	State Normal School	W. S. Dearmont.
Kirksville	State Normal School (first district)	John R. Kirk.
Warrensburg	State Normal School (second district)	E. B. Craighead.
MONTANA.		
Dillon	Montana Normal School	Henry H. Swain.
NEBRASKA.		
Peru	Nebraska State Normal School	W. A. Clark.
NEW HAMPSHIRE.		
Plymouth	State Normal School	J. E. Klock.
NEW JERSEY.		
Jersey City	Teachers' Training School	Joseph H. Brensinger.
Newark	Newark Normal and Training School	W. S. Willis.
Paterson	Paterson Normal Training School	Jesse D. Burks.
Trenton	New Jersey State Normal and Model Schools	James M. Green.
NEW MEXICO.		
Las Vegas	New Mexico Normal University	Edmund J. Vert.
Silver City	Normal School of New Mexico	C. M. Light.
NEW YORK.		
Albany	New York State Normal College	Wm. J. Milne.
Brockport	State Normal and Training School	Charles T. McFarlane.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
NEW YORK—continued.		
Brooklyn	Training School for Teachers	Emma L. Johnston.
Buffalo	City Training School for Teachers	
Do	Buffalo Normal School (State)	James M. Cassety.
Cohoes	Cohoes Training School	Mary E. Wilcox.
Cortland	State Normal and Training School	Francis J. Cheney.
Fredonia	do	F. B. Palmer.
Geneseo	Geneseo State Normal School	John M. Milne.
Jamaica	Normal and Training School	A. C. McLachlan.
New Paltz	State Normal School	Myron T. Scudder.
New York	New York Training School for Teachers	A. S. Downing.
Do	Normal College of the City of New York	Thomas Hunter.
Oneonta	State Normal School	Percy I. Bugbee.
Oswego	Oswego State Normal and Training School	Isaac B. Poucher.
Plattsburg	State Normal School	Geo. K. Hawkins.
Potsdam	State Normal and Training School	Thomas B. Stowell.
Rochester	Rochester Training School	Richard A. Searing.
Syracuse	Syracuse High School, Normal Department	G. A. Lewis.
NORTH CAROLINA.		
Elizabeth City	State Colored Normal School	P. W. Moore.
Fayetteville	do	E. E. Smith.
Franklinton	Albion Academy and State Normal School	Rev. J. A. Savage.
Greensboro	State Normal and Industrial School	Charles D. McIver.
Plymouth	Plymouth State Normal School	Chas. M. Eppes.
Salisbury	State Normal School	J. O. Crosby.
NORTH DAKOTA.		
Mayville	State Normal School	Joseph Carhart.
Valley City	do	George A. McFarland.
OHIO.		
Akron	Perkins Normal School	Lee R. Knight.
Cleveland	Cleveland Normal and Training School	J. W. McGilvrey.
Columbus	Columbus Normal School	Margaret W. Sutherland.
Dayton	Dayton Normal School	Grace A. Greene.
Toledo	Toledo Normal Training School	Mrs. E. C. Hard.
OKLAHOMA.		
Alva	Northwestern Territorial Normal School	T. W. Conway.
Edmond	Territorial Normal School	Frederick H. Umholtz.
Langston	Colored Agricultural and Normal University	Inman E. Page.
OREGON.		
Ashland	Southern Oregon State Normal School	Benj. F. Mulkey.
Drain	Central Oregon State Normal School	J. H. Orcutt.
Monmouth	State Normal School	Edwin De Vore Ressler.
Weston	Eastern State Normal School	Robert Carver French.
PENNSYLVANIA.		
Bloomsburg	State Normal School	Judson P. Welsh.
California	Southwestern State Normal School	Theo. B. Noss.
Clarion	Clarion State Normal School	Samuel Weir.
East Stroudsburg	East Stroudsburg State Normal School	E. L. Kemp.
Edinboro	State Normal School	John F. Bigler.
Indiana	Indiana Normal School of Pennsylvania	D. J. Waller, jr.
Kutztown	Keystone State Normal School	A. C. Rothermel.
Lockhaven	Central State Normal School	J. R. Flickinger.
Mansfield	Mansfield State Normal School	Andrew T. Smith.
Millersville	First Pennsylvania State Normal School	E. Oram Lyte.
Philadelphia	Philadelphia Normal School for Girls	J. M. Willard.
Pittsburg	Pittsburg High School, Normal Department	Jane Ralston.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
PENNSYLVANIA—continued.		
Shippensburg	Cumberland Valley State Normal School.	G. M. D. Eckels.
Slippery Rock	Slippery Rock State Normal School.	Albert E. Maltby.
Westchester	State Normal School.	George M. Phillips.
RHODE ISLAND.		
Providence	Rhode Island State Normal School.	Charles S. Chapin.
SOUTH CAROLINA.		
Rockhill	Winthrop Normal College	D. B. Johnson.
SOUTH DAKOTA.		
Madison	State Normal School	W. H. H. Beadle.
Spearfish	do	F. L. Cook.
Springfield	do	J. S. Frazee.
TENNESSEE.		
Nashville	Peabody Normal School	James D. Porter.
TEXAS.		
Denton	North Texas Normal School	J. S. Kendall.
Detroit	Detroit Normal School	W. A. Dean.
Huntsville	Sam Houston Normal Institute	H. C. Pritchett.
Prairie View	Prairie View State Normal and Industrial College.	Ed. L. Blackshear.
UTAH.		
Cedar City	Southern Branch of the State Normal School.	Nathan T. Porter.
Salt Lake City	State Normal School	Wm. M. Stewart.
VERMONT.		
Castleton	State Normal School	Philip R. Leavenworth.
Johnson	do	John L. Alger.
Randolph Center	do	Charles H. Morrill.
VIRGINIA.		
Farmville	State Female Normal School	J. L. Jarman.
Hampton	Hampton Normal and Agricultural Institute.	H. B. Frissell.
Petersburg	Virginia Normal and Industrial Institute.	J. H. Johnston.
WASHINGTON.		
Cheney	State Normal School	Lewis B. Alger.
Ellensburg	do	W. E. Wilson.
Whatcom	do	Edward T. Mathes.
WEST VIRGINIA.		
Athens	West Virginia State Normal School.	Geo. M. Ford.
Fairmont	State Normal School	W. L. McCowan.
Glenville	do	John C. Shaw.
Huntington	Marshall College, State Normal School.	Lawrence J. Corbly.
Institute	West Virginia Colored Institute	J. McH. Jones.
Shepherdstown	Shepherd College, State Normal School.	J. G. Knutti.
West Liberty	West Liberty State Normal School.	Lorain Fortney.
WISCONSIN.		
Menominee	Dunn County Teachers' Training School.	W. L. Morrison.
Milwaukee	State Normal School	Charles McKenney.
Oshkosh	do	R. H. Halsey.
Platteville	do	D. McGregor.
River Falls	River Falls State Normal School	W. J. Brier.
Stevens Point	State Normal School	Theron B. Pray.
Superior	Superior State Normal School	I. C. McNeill.
Wausau	Marathon County Training School.	O. E. Wells.
Whitewater	State Normal School	Albert Salisbury.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

Private normal schools.

Location.	Name of institution.	Principal.
ALABAMA.		
Falkville	Falkville Normal College	E. L. Hays.
Fort Payne	North Alabama College	Edwin R. Eldridge.
Huntsville	Central Alabama Academy	R. G. Robinson
Mobile	Emerson Normal Institute	Rev. A. T. Burnell.
Snow Hill	Snow Hill Normal and Industrial Institute	W. J. Edwards.
Tuskegee	Tuskegee Normal and Industrial Institute	B. T. Washington.
ARKANSAS.		
Jamestown	Arkansas Normal College	J. L. Graham.
Mount Ida	Mount Ida Normal Academy	A. J. Denton.
Pea Ridge	Pea Ridge Masonic College	S. C. Paris.
Sulphur Rock	Sulphur Rock College	W. B. Knight.
COLORADO.		
Denver	Denver Normal and Preparatory School	Fred. Dick.
DISTRICT OF COLUMBIA.		
Washington	Kindergarten Normal Training School	Miss Susan P. Pollock.
Do	National Kindergarten Training School	Mrs. Anna E. Murray.
FLORIDA.		
Jasper	Jasper Normal Institute	R. D. Hall.
Orange Park	Orange Park Normal and Manual Training School	Rev. Walter S. Eaton.
GEORGIA.		
Augusta	Haines Manual and Industrial In- stitute	Miss Lucy C. Laney.
Cornelia	Cornelia Normal Institute	C. H. Clyde.
Macon	Ballard Normal School	George C. Burrage.
Social Circle	Negro Normal and Industrial School	James A. Love.
Thomasville	Allen Normal and Industrial School	Abbie B. Howland.
Waynesboro	Haven Normal Academy	W. H. Bryan.
ILLINOIS.		
Addison	German Evangelical Lutheran Teachers' Seminary	E. A. W. Krauss.
Dixon	Northern Illinois Normal School	J. B. Dille.
Galesburg	Galesburg Kindergarten Normal School	M. Evelyn Strong.
Hoopeston	Greer College	J. M. Clary.
Macomb	Western Illinois Normal School and Business Institute	I. F. Meyer.
Oregon	Wells School for Teachers	H. W. Sullivan.
Rushville	Rushville Normal and Business College	Maxwell Kennedy.
INDIANA.		
Corydon	Ohio Valley Normal School	E. S. Hallett.
Covington	Indiana Normal School	Olive E. Coffeen.
Danville	Central Normal College	Jonathan Rigdon.
Indianapolis	Indiana Kindergarten and Primary Normal Training School	Eliza A. Blaker.
Marion	Marion Normal College	C. W. Boucher.
Rochester	Rochester Normal University	Wm. H. Banta.
Valparaiso	Northern Indiana Normal School	H. B. Brown.
IOWA.		
Bloomfield	Southern Iowa Normal Institute	A. T. Downey.
Denison	Denison Normal School	W. C. Van Ness.
Lemars	Lemars Normal College	Herman H. Thoren.
Newton	Newton Normal College	G. W. Wormley.
Perry	Perry Normal School	Will M. Tarr.
Shenandoah	Western Normal College, Shenan- doah Commercial Institute and Musical Conservatory	J. M. Hussey.
KANSAS.		
Marysville	Modern Normal College	J. G. Ellenbecker.
Salina	Salina Normal University	Charles Swisher.
KENTUCKY.		
Blaine	Blaine Normal School	G. Milton Elam.
Hardinsburg	Breckinridge Normal College	Andrew Driskell.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

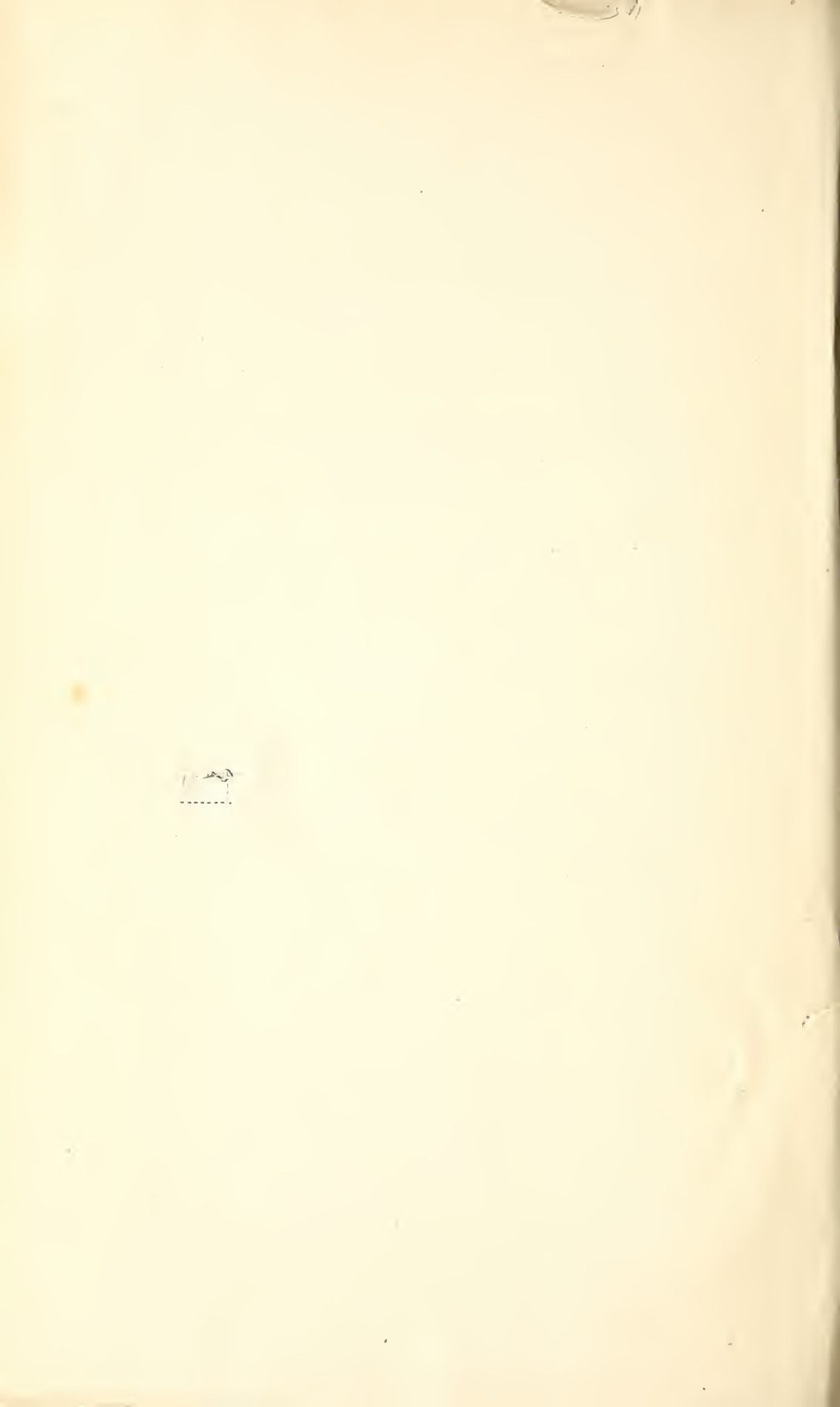
Private normal schools—Continued.

Location.	Name of institution.	Principal.
KENTUCKY—continued.		
Hazard	Hazard Baptist Institute	A. S. Petrey.
Lexington	Chandler Normal School	Fannie J. Webster.
Madisonville	Western Kentucky Normal School	H. Evelyn Brooks.
Middleburg	Middleburg Normal College	J. W. Davis.
Morehead	Morehead Normal School	F. C. Button.
Waddy	Central Normal College	E. J. Paxton.
MAINE.		
Lee	Lee Normal Academy	Walter P. Vining.
MARYLAND.		
Ammendale	Ammendale Normal Institute	Brother Austin.
Baltimore	Baltimore Normal School (colored)	George Harrison.
MASSACHUSETTS.		
Boston (1069 Boylston)	Froebel School, Kindergarten Normal Classes	Annie C. Rusk.
Boston	Kindergarten Training School	Lucy Wheelock.
Waltham	Notre Dame Training School	Sister Constantine.
MICHIGAN.		
Owosso	Oakside School	Mrs. L. E. Gould.
Petoskey	Graves Normal Academy	M. O. Graves.
MINNESOTA.		
Madison	Normal School of the United Norwegian Lutheran Church	O. Lokensgaard.
New Ulm	Dr. Martin Luther College	John Schaller.
MISSISSIPPI.		
Shelby	Shelby Normal School	J. M. Williamson.
Tougaloo	Normal Department Tougaloo University	Frank G. Woodworth.
MISSOURI.		
Chillicothe	Chillicothe Normal Business and Shorthand College	John Moore.
Ladsonia	Ladsonia Normal Institute	W. M. Jones.
Stanberry	Stanberry Normal School	D. S. Robbins.
NEBRASKA.		
Fremont	Fremont Normal School	W. H. Clemmons.
Santee	Santee Normal Training School	Alfred L. Riggs.
Wayne	Nebraska Normal College	J. M. Pile.
NEW YORK.		
New York	Teachers College	James E. Russell.
NORTH CAROLINA.		
Asheville	Normal and Collegiate Institute	Rev. Thos. Lawrence.
Charlotte	Rowan Normal Industrial Institute	C. S. Somerville.
Henderson	Henderson Normal Institute	J. A. Cotton.
Liberty	Liberty Normal College	Thos. C. Amick.
Raleigh	St. Augustine's School	Rev. A. B. Hunter.
Wilmington	Gregory Normal Institute	Geo. A. Woodward.
Winton	Waters Normal Institute	C. S. Brown.
OHIO.		
Ada	Ohio Northern University	L. A. Belt.
Canfield	Northeastern Ohio Normal College	C. O. Allaman.
Dayton	St. Mary's Academy	Brother Michael.
Fostoria	Ohio Normal Training School	Wm. E. Ashcraft.
Lebanon	National Normal University	J. Oscar Creager.
New Philadelphia	John B. Kuhn's Normal School	John P. Kuhn.
Tremont City	Western Normal University	B. L. Barr.
Woodville	Teachers' Seminary	Theo. Mees.
PENNSYLVANIA.		
Ebensburg	Ebensburg Normal Institute	L. S. Jones.
Muncy	Lycoming County Normal School	H. A. Spotts.

IV.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

Private normal schools—Continued.

Location.	Name of institution.	Principal.
SOUTH CAROLINA.		
Charleston	Avery Normal Institute	Morrison A. Holmes.
Do	Wallingford Academy	Rev. David Brown.
Frogmore	Penn Normal and Industrial School	Miss Ellen Murray.
Greenwood	Brewer Normal School	Rev. J. M. Robinson.
Lancaster	Lancaster Normal and Industrial Institute.	M. D. Lee.
SOUTH DAKOTA.		
Sioux Falls	Lutheran Normal School	Rev. A. Mikkelsen.
TENNESSEE.		
Chattanooga	Chattanooga Normal University	Samuel Hixson.
Dickson	Tennessee Normal School	T. B. Loggins.
Fountain City	Tennessee Normal College	W. S. Bryan.
Hornbeak	West Tennessee Normal College	W. L. Willingham.
Huntington	Southern Normal University	A. E. Booth.
Jonesboro	Warner Institute	P. L. La Cour.
Memphis	Le Moyne Normal Institute	A. J. Steele.
Morristown	Morristown Normal Academy	Judson S. Hill.
TEXAS.		
Commerce	East Texas Normal College	W. L. Mayo.
Cumby	Independent Normal College	Geo. A. Curlee.
VIRGINIA.		
Lawrenceville	St. Paul Normal and Industrial School.	Rev. James S. Russell.
Reliance	Shenandoah Normal College	Rev. I. P. Smith.
Richmond	Hartshorn Memorial College	Lyman B. Tefft.
Stuart	Stuart Normal School	M. W. Royall.
WEST VIRGINIA.		
Harpers Ferry	Storer College	Henry T. McDonald.
Summersville	Summersville Normal School	P. H. Murphy, J. L. Stewart.
WISCONSIN.		
Milwaukee	National German-American Teachers Seminary.	Emil Dapprich.
St. Francis	Catholic Normal School of the Holy Family and Pio Nono College.	Rev. M. J. Lochemes.





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